REVISED
second edition

3

BASIC GOALS IN SPELLING

Kottmeyer and Ware

California State Series

BASIC GOALS IN SPELLING 3

REVISED SECOND EDITION

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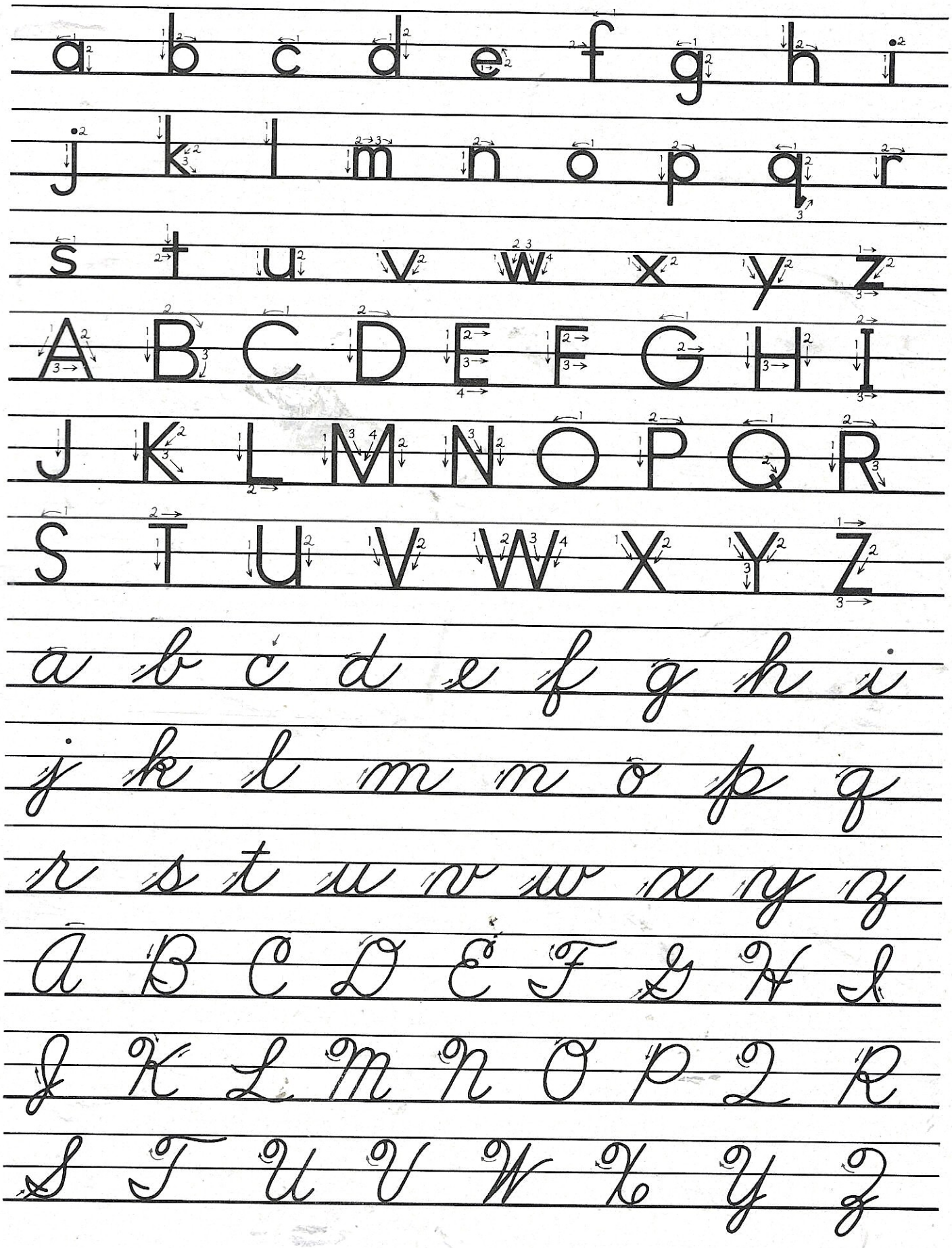
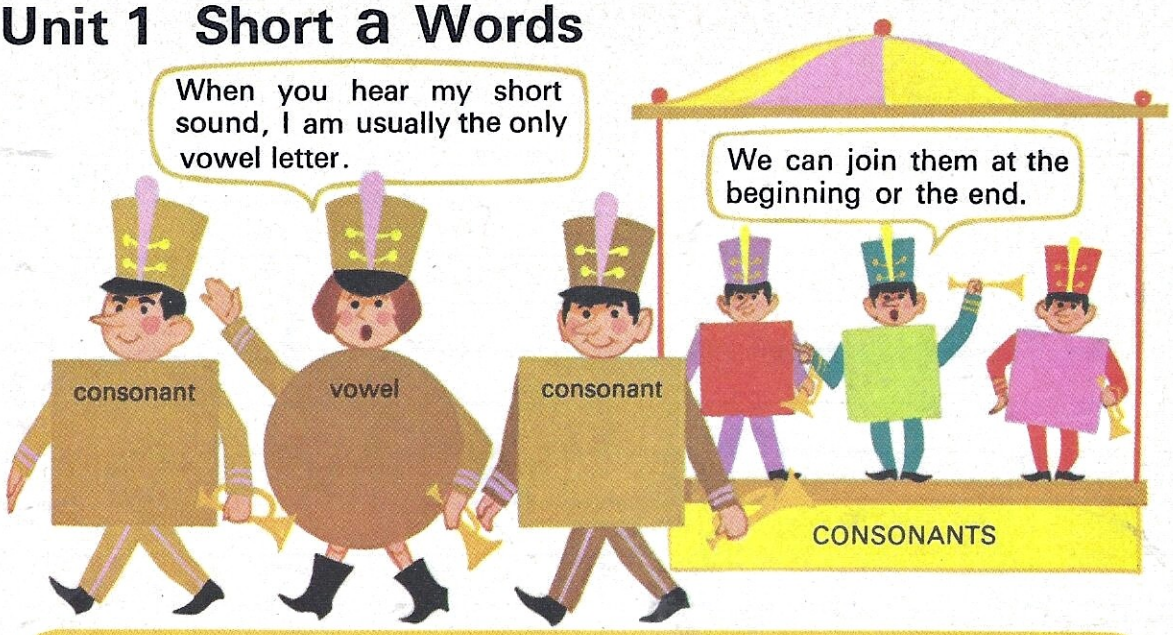
HOW TO WRITE THE ALPHABET



Unit 1 Short a Words


When you hear my short sound, I am usually the only vowel letter.
We can join them at the beginning or the end.
consonant
vowel
consonant
CONSONANTS

bad	*bad*	hand	*hand*	• had
fat	*fat*	land	*land*	• has
gas	*gas*	flag	*flag*	• man
fast	*fast*	bag	*bag*	• sat
last	*last*	ask	*ask*	• ran

A

The letters of the alphabet are made up of vowels and consonants. The letters **a**, **e**, **i**, **o**, and **u** are called vowels. Sometimes **y** is a vowel, too. Letters which are not vowels are called consonants.

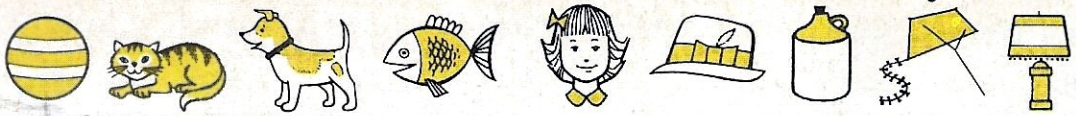
1. Write the vowel whose short sound starts each key word.

a E i O U

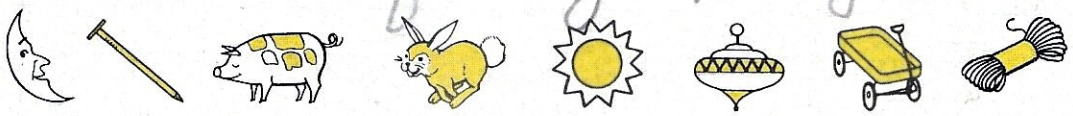
2. Write the spelling word that starts with the sound.

ask

3. Write the consonant whose sound starts each key word.

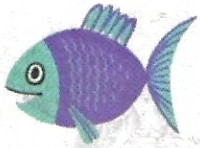


b c d f g h j k l



m n p r s t w y

4. Write the new spelling words that start like these pictures.

a. b.  c. d. e.

flag fat land fat bag

B

1. Write and the word that rhymes with .

hand band

2. Write and the word that rhymes with .

flag bag

3. Write **last** and the word that rhymes with **last.**

last fast

4. Use the starting sounds of the pictures to spell five of your new spelling words and one review word.

a. and and

b. and and

c. and and

d. and and

e. and and

f. and and

C

The sound that starts is called the short **a** sound. Use the words in the unit list to help you spell other words with the short **a** sound.

1. Write **bad**. Change **b** to **s**. Then change **b** to **gl**. Write and say the words.

bad sad glad

2. Write **flag**. Change **fl** to **dr**. Then change **fl** to **w**. Write and say the words.

flag drag wag

3. Write **hand**. Change **h** to **st**. Then change **h** to **gr**.

hand stand grand

bad	gas	last	land	bag	• has	• sat
fat	fast	hand	flag	ask	• had	• man • ran

4. Make new words by writing each picture word below.

a. Make **bag** become . **b.** Make **bag** become .

c. Make **hand** become . **d.** Make **last** become .

rag bat ham lamp

D

Use your spelling words to fill in the blanks in the story. You will have to add **ed** to two of your spelling words.

Tom had some money to spend at the picnic. He asked his friend, the fat man, for a yellow balloon, a flag, and a bag of popcorn.

Tom sat down and tied the balloon to his lap.

bad	gas	last	land	bag	• has	• sat	
fat	fast	hand	flag	ask	• had	• man	• ran

The wind pulled the balloon and flag from Tom's _____.

The popcorn fell and _____ in the dust.

Tom _____ after the balloon and flag. He ran _____,

but they were gone.

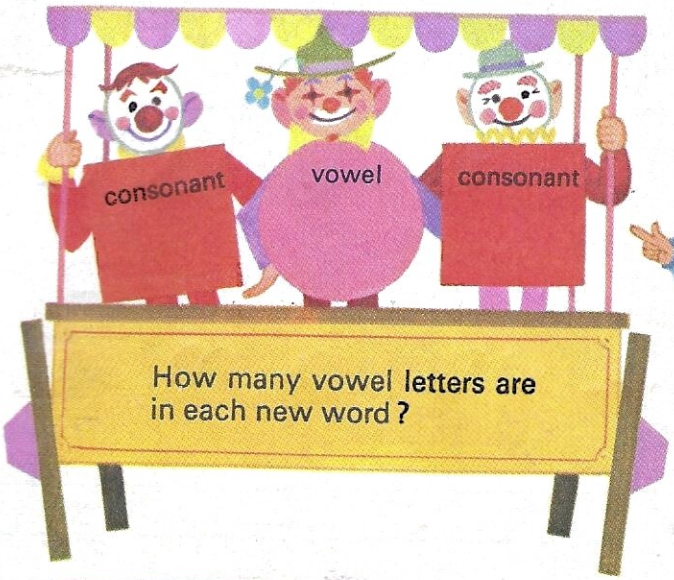
At _____ Tom came back. He felt so _____ that

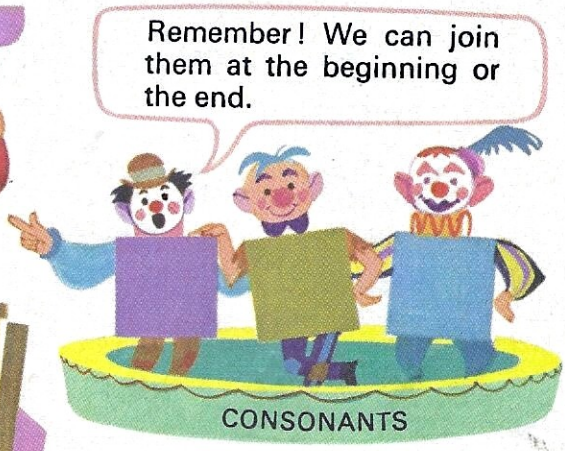
the _____ _____ gave him a new _____ and a

_____ of popcorn. Tom _____ a good friend.

E Test

Unit 2 Short e Words





end	*end*	best	*best*	• fed
ten	*ten*	left	*left*	• get
leg	*leg*	send	*send*	• sled
pen	*pen*	bet	*bet*	• men
nest	*nest*	next	*next*	• red

A

1. Say the words in the unit list. Listen for the sound of each letter. Write the new words. Underline the vowel you see in each word. Which vowel sound do you hear in each word?

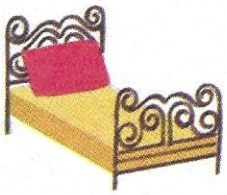
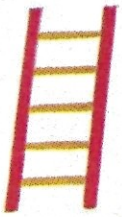
2. Write the spelling words that end with the starting sounds of each pair of pictures.

a. and

b. and

end	leg	nest	left	bet	• get	• men	
ten	pen	best	send	next	• fed	• sled	• red

3. Write the spelling words that start like these pictures.

a. b.  c. d. 

4. Write **nest** and **next.** Circle the word in which **x** spells the **ks** sounds.

B

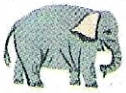
1. Write and the word that rhymes with .

2. Write and the two review words that rhyme with .

3. Write **leg, left,** and **bet.** Draw a line under the word in which you hear four different sounds.

4. Write **send** and **end.** Draw a line under the sound you hear in **send** that you do not hear in **end.**

C

1. The sound that starts  is called the short e sound. Change the vowel in these short e words to spell new words. Which vowel sound do you hear in each of the new words?

a. Make **send** become .

b. Make **bet** become .

c. Make **men** become .

d. Make **pen** become .

2. Change the vowel in each of these short a words to spell new words. Which vowel sound do you hear in each new word?

a. Make **bag** become .

b. Make **bad** become .

c. Make **man** become .

d. Make **band** become .

D

When we write anything, we should always read it over to find mistakes we may have made. We call such reading for mistakes **proofreading**.

Tom Brown wrote some sentences for a spelling test. His teacher told the children to begin all sentences with a capital letter. She also told them to put a period at the end of each sentence.

Proofread Tom's sentences and find all of his mistakes. Write Tom's sentences correctly.

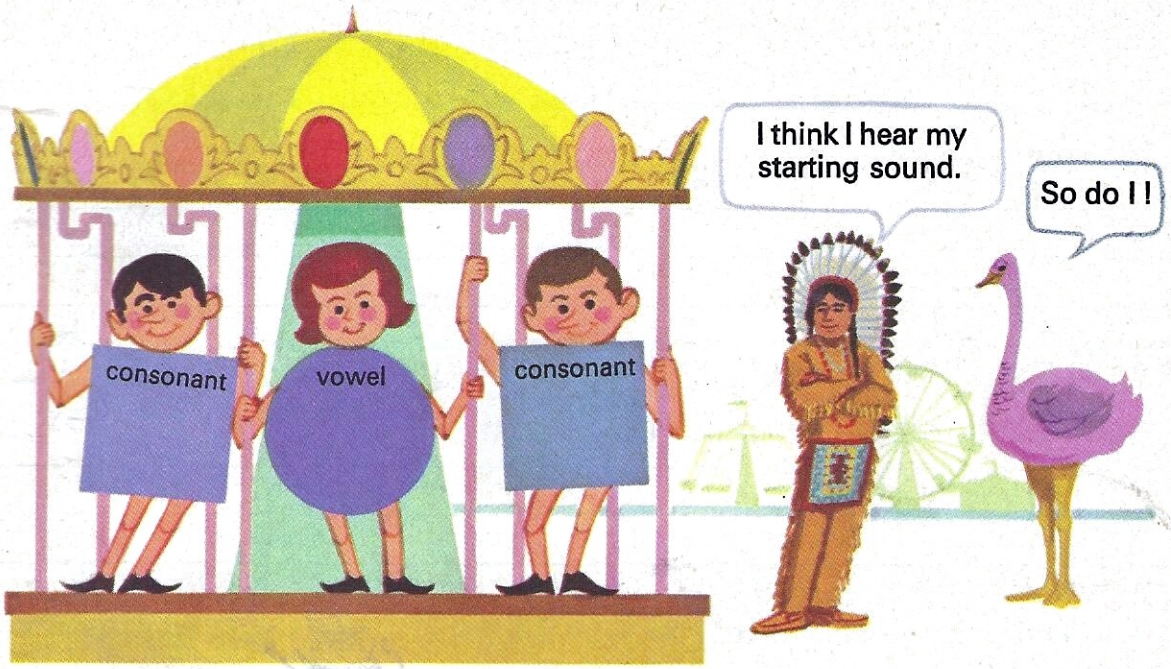
How many spelling mistakes did Tom make?

How many mistakes in capital letters?

How many periods did Tom forget?

1. Ten man could ride on the big red slid.
2. the baby bird lift its nest to be feed.
3. The pin at the end is my next best writing pen
4. i bet he will sind us a stool with only two legs.

Unit 3 Short i and Short o Words



pig	*pig*	trip	*trip*	• him
bit	*bit*	dot	*dot*	• his
six	*six*	pot	*pot*	• box
skin	*skin*	stop	*stop*	• drop
wind	*wind*	pond	*pond*	• top

A

1. Write the words in the unit list. Say the words you have written. Underline the words in which you hear the sound that starts . Draw a ring around the words in which you hear the sound that starts .

pig	six	wind	dot	stop	• his	• him
bit	skin	trip	pot	pond	• box	• top	• drop

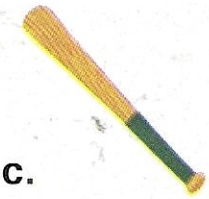
2. Write the new spelling words that start like .

3. Write the two new spelling words and the two review words that end with the sound that starts .

4. Write the new spelling words that start like these pictures.

a.

b.

c. 

d.

e.

B

The sound that starts is called the short **i** sound. The sound that starts is called the short **o** sound.

1. Write all the new short **i** words except **skin** the way the letters of the alphabet come.

2. Write all the new short **o** words except **pond** the way the letters of the alphabet come.

3. When we write words the way the letters of the alphabet come, we say we write them in alphabetical order. Write **him**, **pond**, and **skin** in alphabetical order.

C

You can use the words in the unit list to help you spell other words. Say the new words that you write.

1. Write **dot.** Use **g, sp, tr,** and **h** in place of **d** to spell new words.

2. Write **pig**. Use **n** and **t** in place of **g** to spell new words.

3. Write **pot**. Use **e, a,** and **i** in place of **o** to spell new words.

4. You can spell **trip**. Write **trip**. Then change the vowel in **trip** to spell .

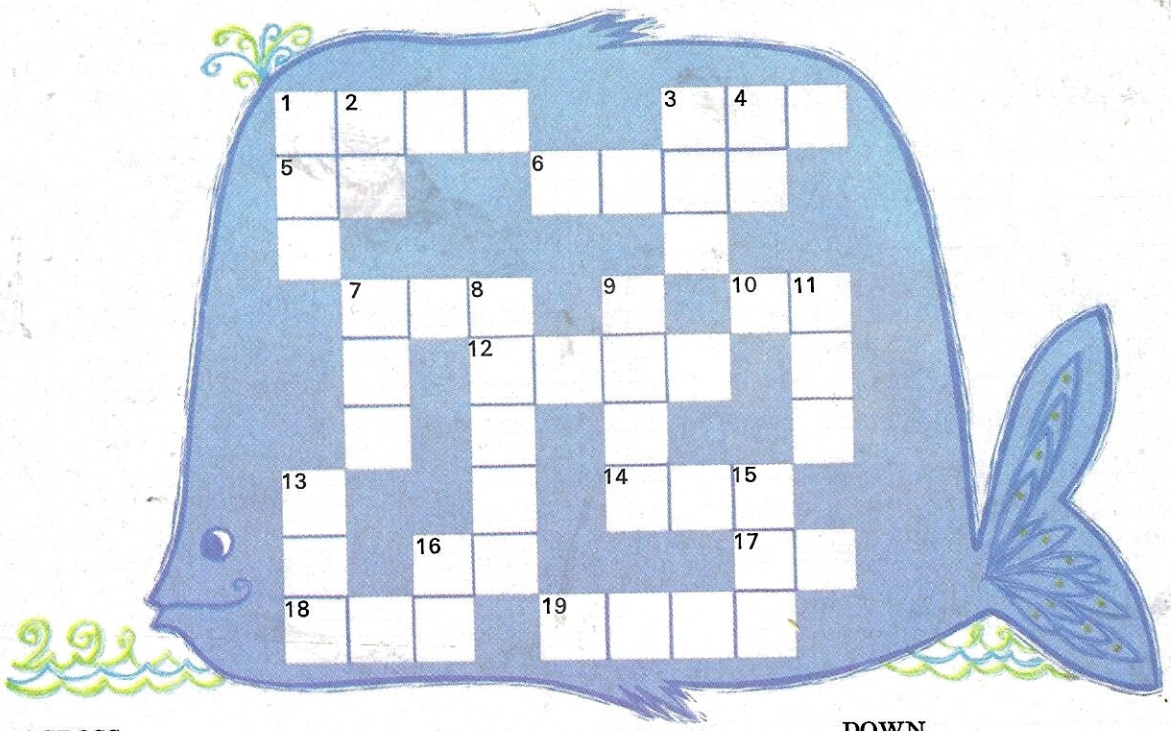
5. Write **skin**. Use **p** in place of **n** to spell a new word.

6. Write **six**. Use **f** and **m** in place of **s** to spell new words.

7. Write **stop**. Use **m** and **p** in place of **st** to spell new words.

D

Your teacher will show you how to work the puzzle. You will use all of your spelling words and some other words to fill the spaces.



ACROSS

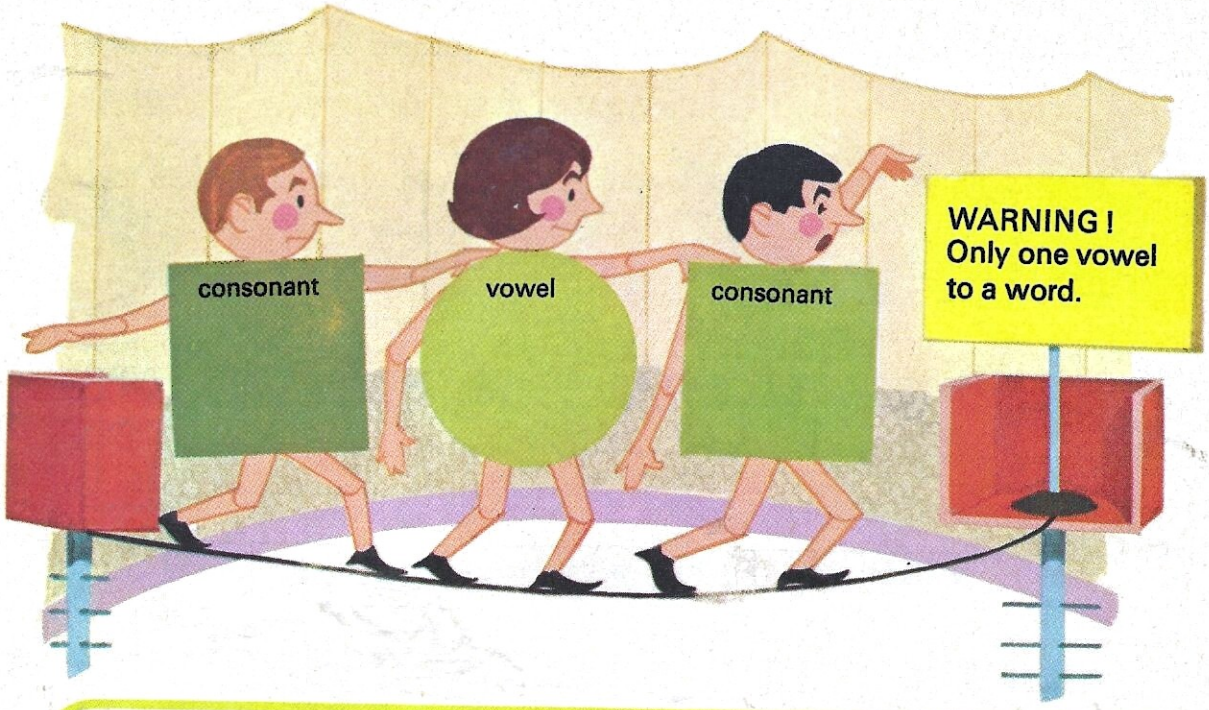
1. Small lake.
3. You pack things in it.
5. Into.
6. It's all over you.
7. Belongs to him.
10. We are. He ____.
12. To fall over something.
14. Round spot.
16. I am. She ____.
17. Take one **f** from **off**.
18. You cook in it.
19. To let go of.

DOWN

1. Small hog.
2. Upon.
3. Small part.
4. Upon.
7. That boy.
8. Opposite of **starts**.
9. This can blow.
11. 2 + 4.
13. The very end.
15. Spinning toy.

E Test

Unit 4 Short u and Short a Words



cup	*cup*	glad	*glad*	• but
bus	*bus*	stand	*stand*	• fun
must	*must*	sand	*sand*	• us
just	*just*	plant	*plant*	• run
drunk	*drunk*	drank	*drank*	• jump

A

1. Write the words in the unit list. Say the words. Listen for the vowel sound in each word. Underline the words with the sound. Put a check beside the words with the same vowel sound you hear in .

cup	just	drunk	sand	stand	• jump	• us	
bus	must	drank	glad	plant	• fun	• run	• but

2. Write the short **u** spelling word that starts with the first two sounds you hear in .

_____
_____
_____

3. Write the three short **a** words that end with the same sound.

_____
_____
_____

B

The sound that starts is called the short **u** sound. Read the sentences. Use short **u** words from the unit list to fill the spaces.

1. He _____ catch that _____ .

2. She has _____ one _____ .

3. It is _____ to _____ .

4. Tom can _____ fast.

C

1. We often add **s** to words to make them mean more than one. Write the words for these pictures.

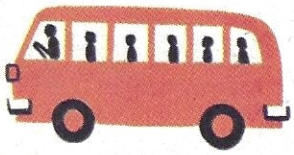
a.

b.

c.

d.

2. Some words need **es** to make them mean more than one. Write **bus**. Then write **bus** again and add **es**. Say both words.



3. We add **s** to "doing" words, too. We say, "I **run**. He **runs**." Add **s** to "doing" words in your spelling list to fill the spaces.

You jump. She _____ .

We stand. He _____ .

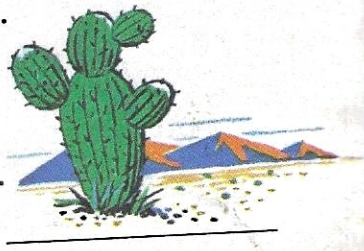
Father _____ the tree.

The dog _____ faster than the hen.

cup	just	drunk	sand	stand	• jump	• us	
bus	must	drank	plant	glad	• fun	• run	• but

D

Fill in the blanks with words from your spelling list.



1. This kind of _____ can grow in sand.

2. I'm not _____ I _____ this _____ of lemonade at _____ this lemonade _____.

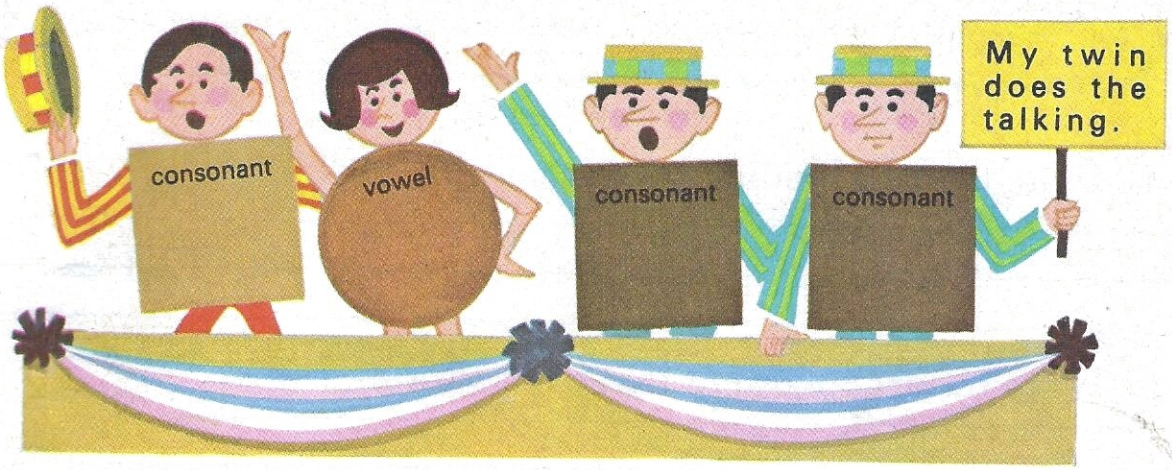
3. He _____ think it's _____ to _____ over _____.

4. Goody! I have _____ _____ over the _____.

5. I have _____ too much lemonade, _____ I don't feel sick.

E Test

Unit 5 Double Consonant Words



bell	*bell*	miss	*miss*	• doll
spell	*spell*	dress	*dress*	• well
kill	*kill*	class	*class*	• tell
still	*still*	grass	*grass*	• will
kiss	*kiss*	egg	*egg*	• hill

A

1. How many consonants are at the end of each word in the unit list? How many sounds does each double consonant make?

2. Write the new spelling words and the review words. Cross out the silent consonant in each spelling word.

3. Write the new spelling words that end with double **s**.

bell	still	kiss	dress	class	• hill	• will	
kill	spell	miss	grass	egg	• doll	• tell	• well

4. Write the new spelling words that end with double **l**.

5. Write the spelling word that begins with a vowel.

B

1. Write the four new spelling words that have the vowel sound you hear in .

2. Write the two new spelling words that have the vowel sound you hear in .

3. Write the four new spelling words and the two review words that have the vowel sound you hear in .

4. Write the two review words that have the same vowel sound you hear in .

5. Circle the picture word that answers each question.

a. Does **well** have the vowel sound in or ?

b. Does **class** have the vowel sound in or ?

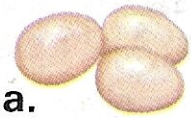
c. Does **still** have the vowel sound in or ?

d. Does **doll** have the vowel sound in or ?

e. Does **egg** have the vowel sound in or ?

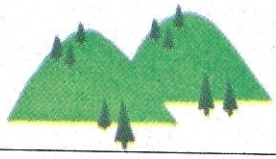
C

1. Add **s** to words from your list to spell the picture words.

a. 

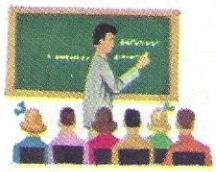
b.

c.

d. 

2. Add **es** to words from your list to spell the picture words.

a.

b. 

3. Add **es** to words from your list to spell words for the spaces.

The dog _____ the children.

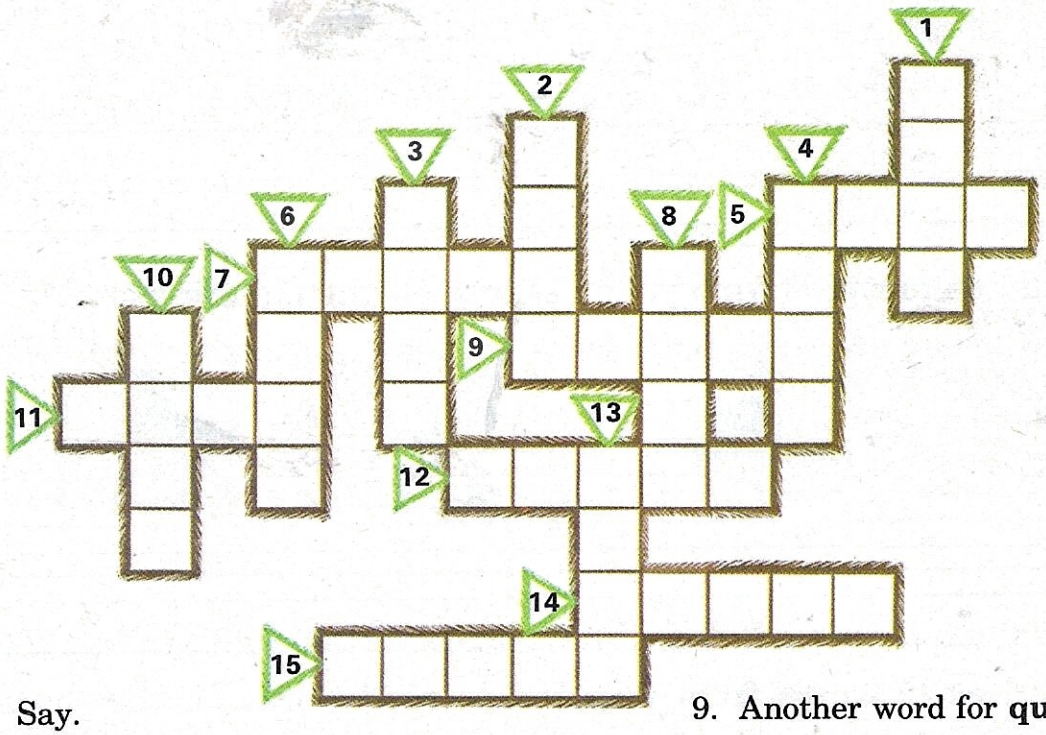
Mother _____ her little baby.

4. We say, "Our teacher is Miss White," and, "Did you miss the bus?" When we write **Miss** before a name, we use a capital **M.** Write **Miss** or **miss** in each sentence.

Do not _____ the ball. Her name is _____ Smith.

D

Work the puzzle. Use the clues below to fill in the answers.



1. Say.
2. Not to hit.
3. You can ring me.
4. I hold water.
5. Change **e** in **well** to **i**.
6. I'm a girl's toy.
7. Girls wear me.
8. To end a life.
9. Another word for **quiet**.
10. Touch with lips.
11. High ground.
12. Putting letters together to make words.
13. These come from hens.
14. I'm green.
15. Children in a school room.

E Test

Unit 6 Review

1

bad	fat
fast	last
gas	flag
hand	land
bag	ask

2

end	leg
nest	left
bet	ten
pen	best
send	next

In many words we hear the sound of short **a**, short **e**, short **i**, short **o**, or short **u**. We can tell how to spell these words by listening for the sounds in each word.

3

pot	wind
pig	pond
skin	six
stop	dot
bit	trip

4

bus	cup
just	plant
must	stand
glad	drank
sand	drunk

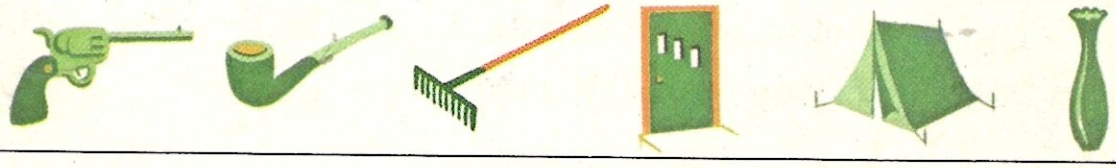
5

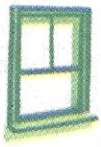
spell	kill
class	miss
bell	egg
kiss	still
grass	dress

In some words, the last sound we hear is spelled with a double consonant.

A

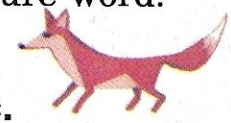
1. Write the consonant letter that begins each picture word.



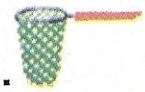


7

2. Write the consonant letter that ends each picture word.

a. b. 6 c. 

3. Write the short vowel sound you hear in each picture word.

a. b.  c. d. e.

B

1. Write six spelling words from your lists that end with the two sounds that start and .

2. Write **egg, bad, gas,** and **ask.** Underline the word with a silent letter. Cross out the silent letter.

1		2		3		4		5	
bad	fat	end	leg	pot	wind	bus	cup	spell	kill
fast	last	nest	left	pig	pond	just	plant	class	miss
gas	flag	bet	ten	skin	six	must	stand	bell	egg
hand	land	pen	best	stop	dot	glad	drank	kiss	still
bag	ask	send	next	bit	trip	sand	drunk	grass	dress

3. Write eight spelling words that end with the two sounds that start and

C

1. Write **class, grass,** and **dress**. Draw a ring around the two words that rhyme.

2. Write **bell, still,** and **spell**. Draw a ring around the word that does not rhyme.

3. Write each spelling word. Then write the right picture word.

   a. Does **bet** have the vowel sound in or 10 ?

   b. Does **bit** have the vowel sound in or ?

c. Does **drank** have the vowel sound in or ?

d. Does **drunk** have the vowel sound in or ?

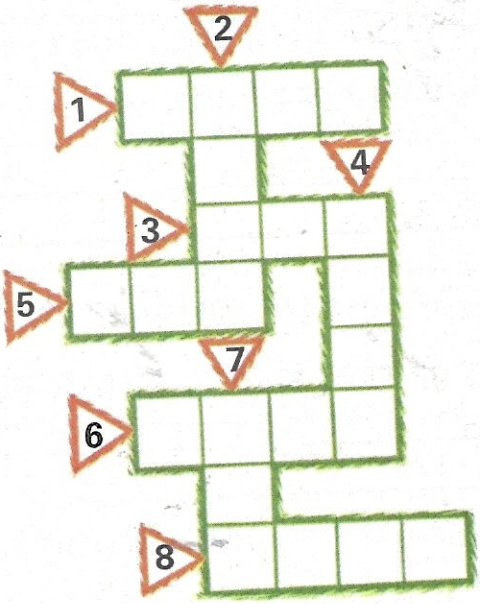
e. Does **glad** have the vowel sound in or ?

f. Does **stop** have the vowel sound in or ?

D

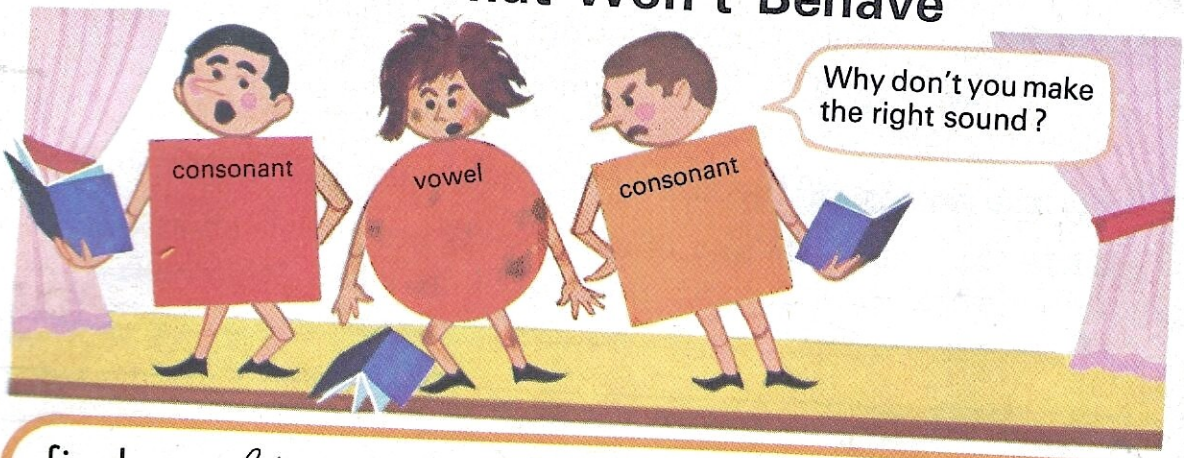
Unscramble these spelling words to fill the spaces. Your teacher will show you how to work the puzzle.

1. g f a l
2. f t l e
3. t f a
4. i r t p
5. t p o
6. s p t o
7. e t n
8. s n t e



E Test

Unit 7 Vowels That Won't Behave



find	*find*	cost	*cost*	• off
kind	*kind*	lost	*lost*	• from
put	*put*	front	*front*	• told
pull	*pull*	most	*most*	
full	*full*	fall	*fall*	
few	*few*	small	*small*	

A

A vowel usually has its short sound when it is the only vowel in words like **hand**, **bed**, **fish**, **stop**, and **cup**. But some one-vowel words are tricky. In some one-vowel words the vowel does not have its short sound.

1. Write the vowel whose short sound starts each picture word.

2. Write the two words in which **o** spells the sound.

find	put	full	cost	front	fall	• from	
kind	few	pull	lost	small	most	• off	• told

3. Say the words in the unit list. Listen for the vowel sounds. Write the words. Do any of the vowels have their short sound?

4. Write the four words in which a vowel says its own name.

B

1. Write the spelling words that rhyme with **cost**, **full**, and **fall**.

2. Write the two words that start with the **k** sound. Draw a ring around the letter that spells the **k** sound in each word.

3. Write **most**, **told**, and **from**. Underline the two words that have the same vowel sound.

4. Write **pull**, **kind**, **off**, **most**, and **small**. Say them. Put a check over each letter that makes a sound.

C

We add **er** and **est** to some words to spell new words. We do not say, "This is more small." We say, "This is smaller." We do not say, "This is the most small." We say, "This is the smallest."

1. Write **kind** and **full** with their "more" and "most" endings.

2. You can spell **told.** Change **t** to **c.** Then add **er** and **est** to the new word. Write and say all three words.

a.

b.

c.

3. You can spell **small.** Change **sm** to **t.** Then add **er** and **est** to the new word. Write and say all three words.

D

Mary wrote the sentences on the next page as a test on the spelling words in this lesson. Proofread the sentences Mary wrote. Find all of her mistakes. Then write the sentences correctly.

Watch out for misspelled words and any other mistakes Mary made. Be sure every sentence begins with a capital letter and ends with a period.

Mary

1. we but a few smell egg in the box.
2. He told us he lost must of his front teeth
3. we must fine out the full cost of this kind of dress from miss Smith.
4. Pull up your legs or you will fall of the bed

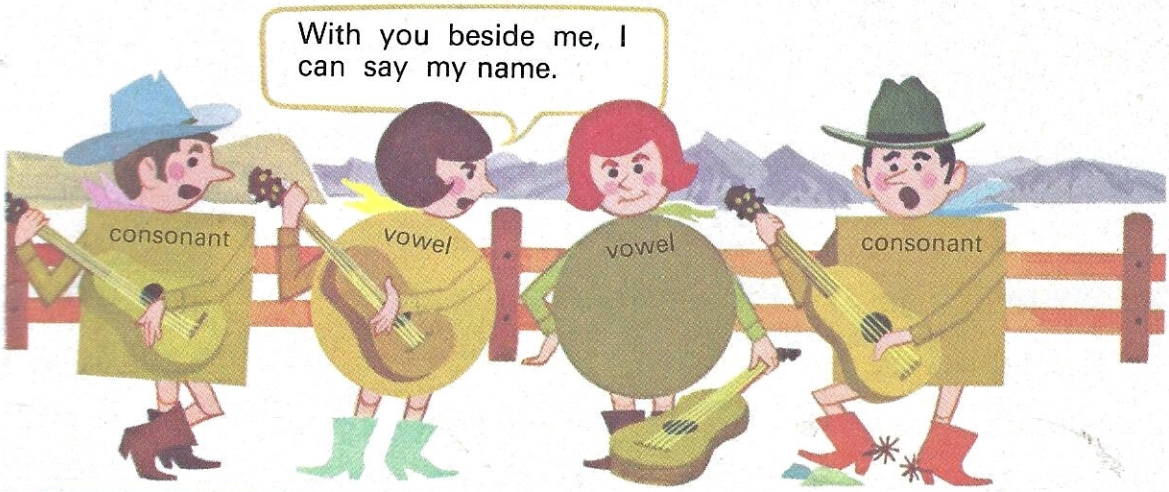
How many spelling mistakes did Mary make?

How many mistakes in capital letters?

How many mistakes in periods?

E Test

Unit 8 Spelling Long Vowel Words



need	*need*	pie	*pie*
train	*train*	soap	*soap*
cream	*cream*	• goat	
paint	*paint*	• boat	
clean	*clean*	• rain	

air	*air*
hair	*hair*
pair	*pair*
year	*year*
near	*near*

A

In many words **a**, **e**, **i**, **o**, and **u** say their names. When a vowel says its name in a word, it is called a long vowel.

1. Say the words in the unit list. Listen for the long vowel sound in each one. How many vowels does each word have? How many vowels do you hear in each word?

2. Look at the words that are in the blue box at the top of the page. In each word, underline the vowel with the long sound and cross out the silent vowel.

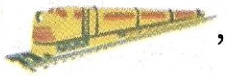
3. Look at the words in the red box at the top of the page. Underline the two vowels in each word. Which letter comes after the two vowels in each of these words? Sometimes **r** changes the long vowel sound in words like these, and the vowel does not keep its long sound.

train	need	paint	pie	near	hair	• rain	
cream	soap	clean	air	year	pair	• goat	• boat

B

1. Write one new spelling word and two review words which have the long sound of **o**. Then write the word that has the long **i** sound.

2. Write **near** and the spelling word that rhymes with **near**. Then write **hair** and the two words that rhyme with **hair**.

3. Write  , , and . Underline the vowel you hear in each word. Cross out the silent vowel.

4. Add **s** to two spelling words to make words for the spaces.

_____ _____

_____ _____

These _____ want the _____ .

C

Use your spelling words to help you spell new words. Say each word as you write it.

1. Write **t** for **p** in **pie**. Write **d** for **p** in **pie.**

2. Write **s** for **n** in **need**. Write **sp** for **n** in **need.**

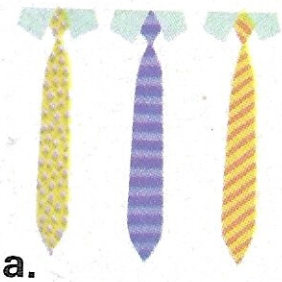
3. Write **f** for **h** in **hair**. Write **st** for **h** in **hair.**

4. Write **h** for **n** in **near**. Write **sp** for **n** in **near.**

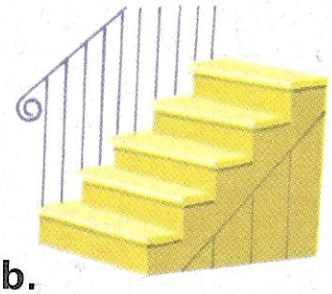
5. Write **p** for **tr** in **train**. Write **m** for **tr** in **train.**

6. Write **st** for **cr** in **cream**. Write **str** for **cr** in **cream.**

7. Add **s** to three of the new words you have written to spell the picture words below.



a.



b.

c.

8. Add **s** to to spell . Say the new word.

D

Fill in the blanks with words from your spelling list. You will need to add s to two of your words.

1. Should she get so _____ to the _____ to feed him _____ in the _____?

2. Should he try to _____ his new sail _____ with _____?

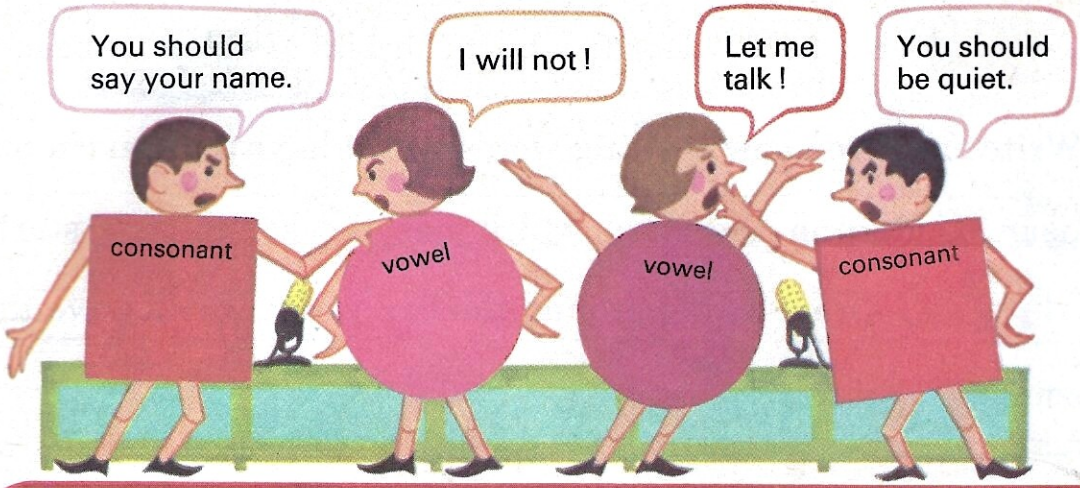
3. Should he _____ the _____ with _____ and water?

4. Should this _____ of old men try to grow _____ after all these _____?

5. He _____ more help or he will go sailing up in the _____.

E Test

Unit 9 Vowels That Don't Obey Rules



great	*great*	head	*head*	• blue
wear	*wear*	bread	*bread*	• been
bear	*bear*	does	*does*	• said
build	*build*	heard	*heard*	
built	*built*	learn	*learn*	
friend	*friend*	guess	*guess*	

A

In many two-vowel words the first vowel has its long sound and the second vowel is silent. But this is not always true.

1. Say the words in the unit list. Does the first vowel in each word have its long sound? How will you learn to spell these words in which the vowels do not obey the rules?
2. Write the seven words that have **ea**. Say the words and listen for the different sounds **ea** can spell. Circle the word in which you hear the long **a** sound.

great head wear heard build guess • said
bread does bear learn built friend • blue • been

3. Write the three new spelling words which have a **u** you cannot hear. Underline the word which has the sound that starts . Draw a ring around the two words which have the sound that starts .

4. Write **friend** and **does**. Say the words. Underline the word which has the sound that starts .

5. Write the review words. Draw a ring around the word with the sound that starts . Draw a line under the word in which you hear the sound that starts .

B

1. Write the review words in alphabetical order. There are two **b** words, so you must use the second letter of each **b** word to help you tell which word comes first.

2. Write **bear**, **build**, and **bread** in alphabetical order.

3. Now write all your new words in alphabetical order. Use the fourth letter in **head** and **heard** to tell which comes first. Use the fifth letter in **build** and **built** to tell which comes first.

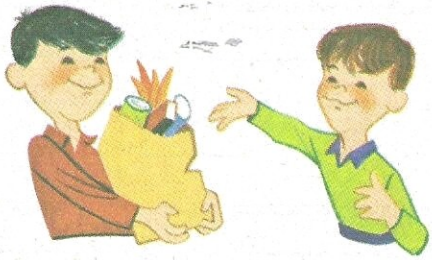
C

Use your new words and one review word to fill the spaces.

1. I _____ I will _____ this on my _____.

2. This _____ not like _____.

3. Yesterday he _____ a bird house. Today he will _____ another.



4. My _____ has _____ to the store.

D

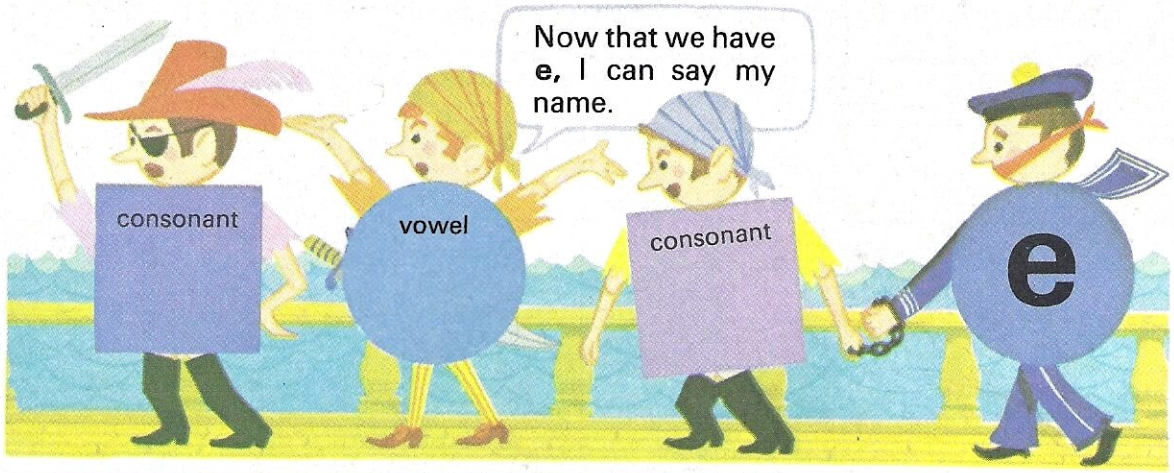
Write the story the pictures tell. Use as many spelling words as you can. Put in your story what the people say.

WARNING
This fence built to keep the bears in. Do not feed the bears.
Poor dog! I guess you are hungry.
Have some bread, dog. Does it taste good?
SCAT, bear, or I'll wear you out.
You heard me! You better learn to tell a bear from a dog.
But we were great friends.

great head wear heard build guess • said
bread does bear learn built friend • blue • been

E Test

Unit 10 More Long Vowel Words



five	*five*	fire	*fire*	• grade
nine	*nine*	game	*game*	• made
fine	*fine*	snake	*snake*	• home
line	*line*	late	*late*	
mine	*mine*	rose	*rose*	
side	*side*	use	*use*	

A

We hear the name of a vowel in each word in this spelling list. Are two vowels together in any of the words in this list? Which letter do you see at the end of each word?

In words spelled with a vowel, a consonant, and then an **e**, usually the first vowel has its long sound and the **e** is silent.

1. Write the spelling words in the unit list. Underline each vowel you can hear. Cross out each silent vowel.

2. Write the words with the long **i** sound.

3. Write the new words with the long **a** sound.

4. Write the new spelling word with the long **o** sound and the new spelling word with the long **u** sound.

5. Write the three review words. Underline the long **o** word.

B

The letter **s** usually spells the sound that starts **sun**. But it can also spell the **z** sound you hear at the end of **dogs**.

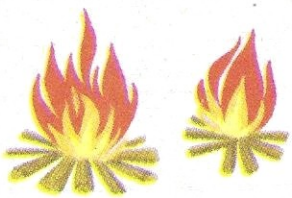
1. Write **rose** and **use**. Which sound does **s** spell in **rose** and **use**?

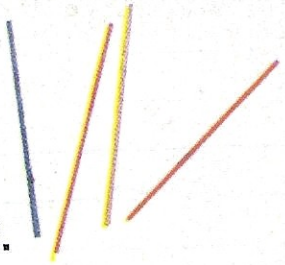
2. Add **s** to words from the unit list to spell the picture words.

a.

b.

c.
d.


e.


f.

3. Add **s** to **use, game,** and **rose.** Circle each word in which you hear two parts.

C

Use the words from this week's list to help you spell new words with the same vowel sound. Say the words as you write them.

1. Write **s** for **g** in **game**. Write **bl** for **g** in **game**.

2. Write **t** for **m** in **game**. Write **v** for **m** in **game**.

3. Write **t** for **f** in **fire**. Write **w** for **f** in **fire**.

4. Write **d** for **f** in **five**. Write **dr** for **f** in **five**.

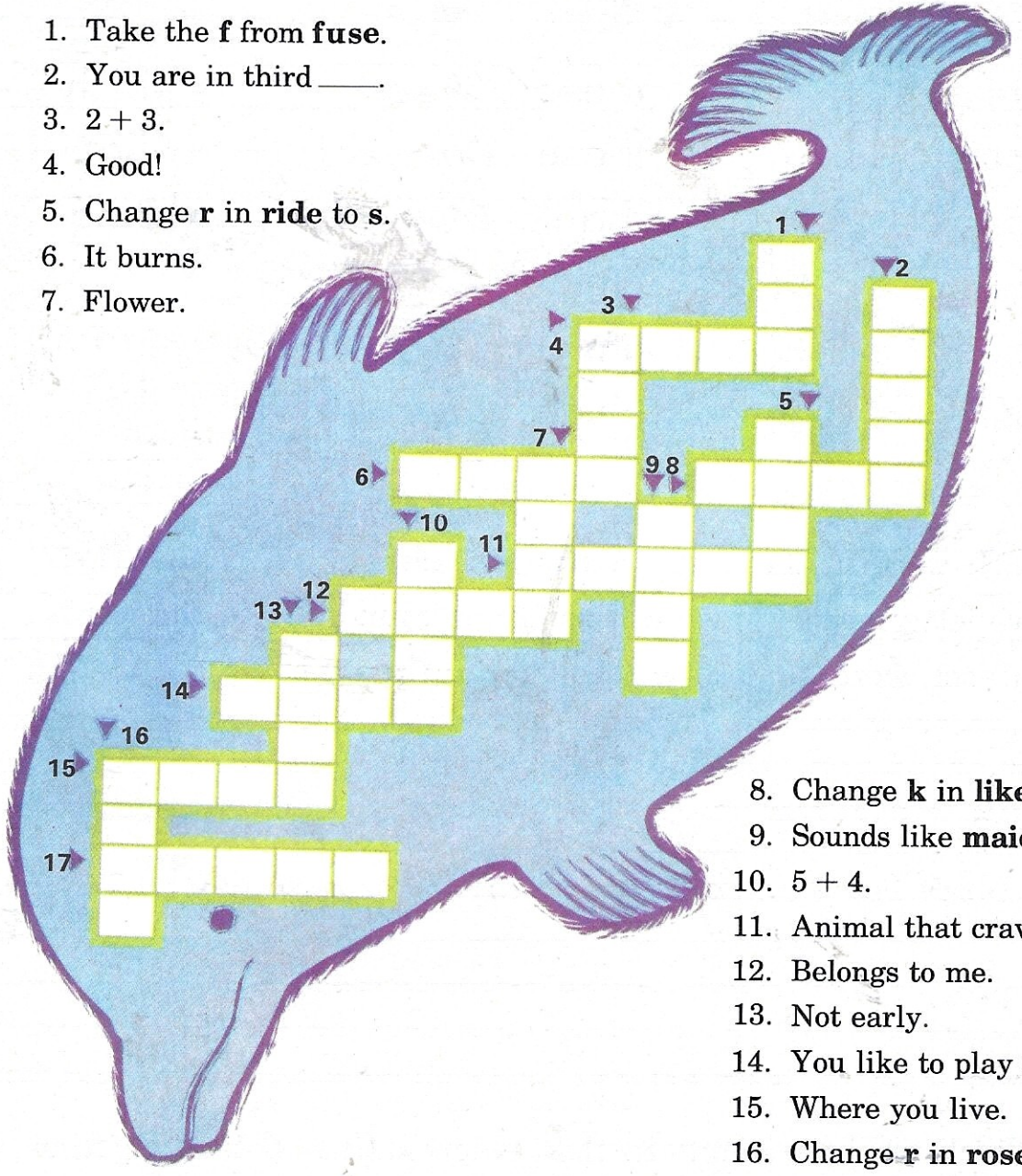
5. Write **sl** for **s** in **side**. Write **h** for **s** in **side**.

five	fine	mine	fire	game	use	• grade	
nine	line	side	late	snake	rose	• home	• made

D

Work this puzzle as you did the one in Unit 5.

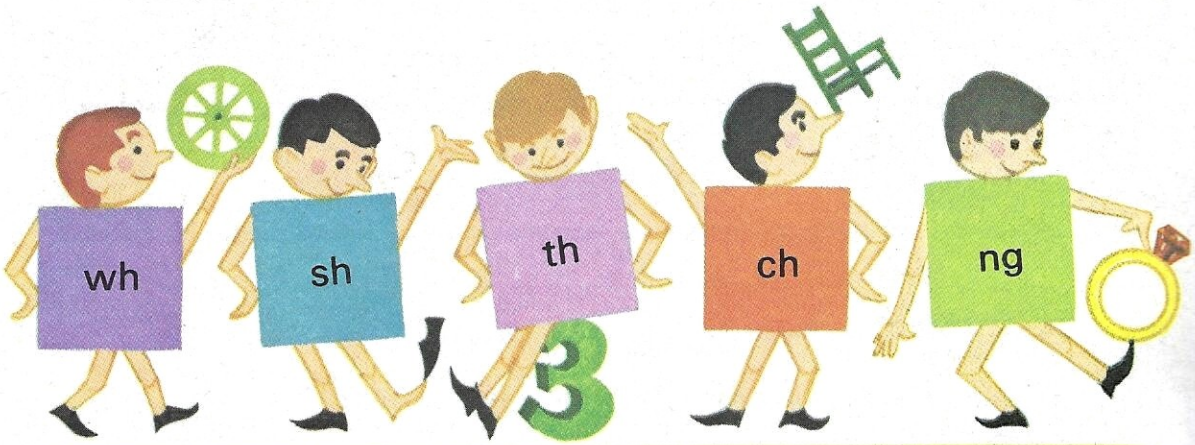
1. Take the **f** from **fuse**.
2. You are in third ____.
3. 2 + 3.
4. Good!
5. Change **r** in **ride** to **s**.
6. It burns.
7. Flower.



8. Change **k** in **like** to **n**.
9. Sounds like **maid**.
10. 5 + 4.
11. Animal that crawls.
12. Belongs to me.
13. Not early.
14. You like to play it.
15. Where you live.
16. Change **r** in **rose** to **h**.
17. Change **s** in **side** to **sl**.

E Test

Unit 11 Two-letter Consonant Sounds



while	*while*	these	*these*	• which
each	*each*	those	*those*	• what
sang	*sang*	thank	*thank*	• bring
spring	*spring*	child	*child*	
shoe	*shoe*	children	*children*	
dish	*dish*	chicken	*chicken*	

A

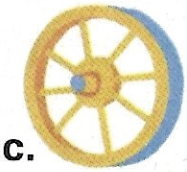
1. Each word in the unit list has **wh**, **ch**, **th**, **sh**, or **ng**. These two-letter consonants each spell one sound. Write the words. In each word, underline the **wh**, **ch**, **th**, **sh**, or **ng**.

2. Which two consonants in this lesson are never seen together at the beginning of a word? Write **sang** and **spring**.

3. Write all the new spelling words which have the sound that starts each of these picture words.

a.

b.

c. 

d.

B

1. Write the words from your spelling list. Put a check after each two-part word.

2. Write **children**. Draw a line between the **l** and the **d**. Say the word.

3. Write **chicken**. Draw a line between the **k** and the **e**. Say the word. Which sound does **ck** spell in **chicken**?

while	sang	shoe	those	thank	children	• which	
spring	each	dish	these	child	chicken	• what	• bring

4. Write the spelling words in each question. Then write the name of the right picture.

Does **thank** have the sound that starts 3 or ?

Do **which** and **while** have the sound that starts or ?

Do **each** and **which** have the sound that starts or ?

Does **sang** have the vowel sound in or ?

Do **spring** and **dish** have the vowel sound in or ?

Do **bring** and **which** have the vowel sound in or ?

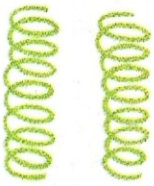
5. The vowels in **shoe** do not obey the rules. Does **shoe** have the vowel sound in or ? Circle the right picture.

C

1. We add **s** to some words to make them mean more than one. If a word ends in **sh**, we must add **es** to make it mean more than one. Add **s** or **es** to spell these picture words.

a.

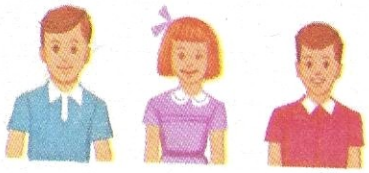
b.


c.

d.

2. How do we make **child** mean more than one? Spell the picture words.

a.


b.

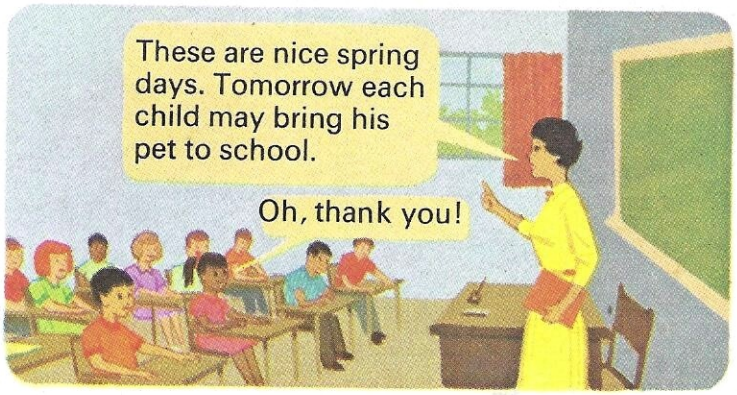
3. We say "I thank" and "you thank." We say "he thanks" and "she thanks." Do you use **thank** or **thanks** in the sentences below? Fill in the right word. Then read each sentence to hear how it sounds.

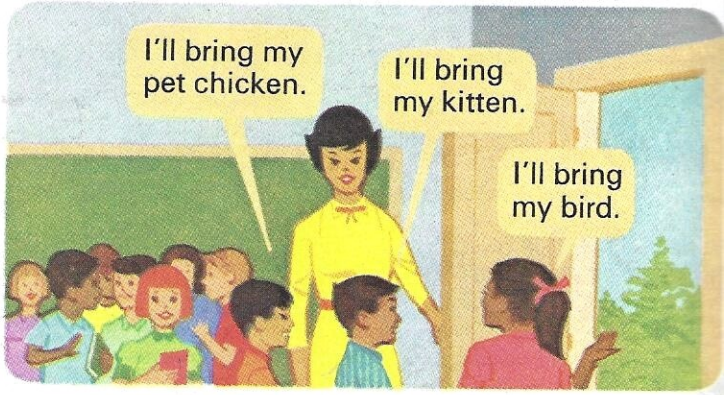
We _____ you for helping us.

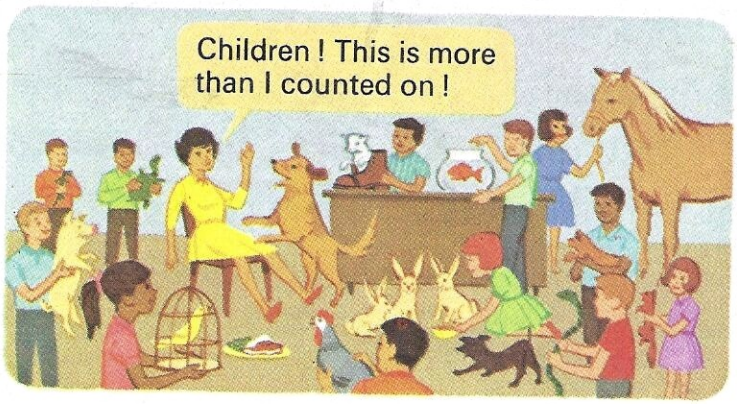
Sue _____ Jane for the candy.

D

Write the story the pictures tell. Use as many spelling words as you can. Put in your story what the people say.







while sang shoe those thank children • which
spring each dish these child chicken • what • bring

E Test

Unit 12 Review

7

put	lost
find	fall
pull	small
kind	most
full	front
cost	few

When we spell some words, we must watch for vowel letters that do not make the right sound.

8

	air	
train	near	
pie	paint	pair
need	clean	hair
soap	cream	year

Some words with a long vowel sound are spelled by putting two vowels together.

9

head	guess	
build	bear	
great	heard	
does	wear	learn
built	bread	friend

In some words with two vowels together, the first vowel is not long. We must learn to spell these words one by one.

10

game	mine	fine	use
five	line	late	rose
fire	side	nine	snake

Some words with a long vowel sound are spelled with a vowel, a consonant, and a silent **e** at the end.

11

while	spring	sang	child
each	thank	those	these
shoe	dish	children	chicken

For **sh, ch, th, wh,** and **ng,** we use two letters to spell one consonant sound.

A

1. Write all the spelling words which have the two-letter consonant sound you hear in each picture word below.

a. b. c. 3 d. e.

2. Write the four words in Unit 11 that end with a two-letter consonant sound.

3. Write **bear, wear,** and **year.** Say the words. Circle the word that does not rhyme.

4. Write the words below. Put a check over each letter that makes a sound. Write the number of sounds you hear in each word.

fall cost small cream need snake

B

1. Write the spelling words that begin like . Cross out the silent vowel in **five, fire,** and **fine.**

2. Write the words from Unit 7, Unit 8, and Unit 10 that have the long **o** sound. Draw a circle around each word in which the first vowel is long and the second vowel is silent.

7			9			11		
put	full	small	head	bear	does	while	each	spring
find	cost	most	build	heard	built	sang	shoe	thank
pull	lost	front	great	wear	bread	these	dish	children
kind	fall	few	guess	learn	friend	those	child	chicken

3. Write **use, side,** and **snake.** Draw a ring around the word in which **s** has the **z** sound.

4. Write **guess, heard,** and **learn**. Draw a ring around the word in which you hear the sound of short **e**.

C

1. Add **er** to words from the spelling lists to spell the new words below. Say the words you write.

a.

b.

c.

2. Add **er** and **est** to these words to make them mean "more" and "most."

near

a.

b.

c.

clean

d. e. f.

small

g. h. i.

D

1. Write the sentences the right way. Put in capital letters and periods. Read the sentences. Underline all the spelling words.

i hope he will find a kind child for a friend

this is too full to pull

2. Use **friend, heard,** and **learn** to fill these spaces.

My _____ _____

_____ _____

_____ _____

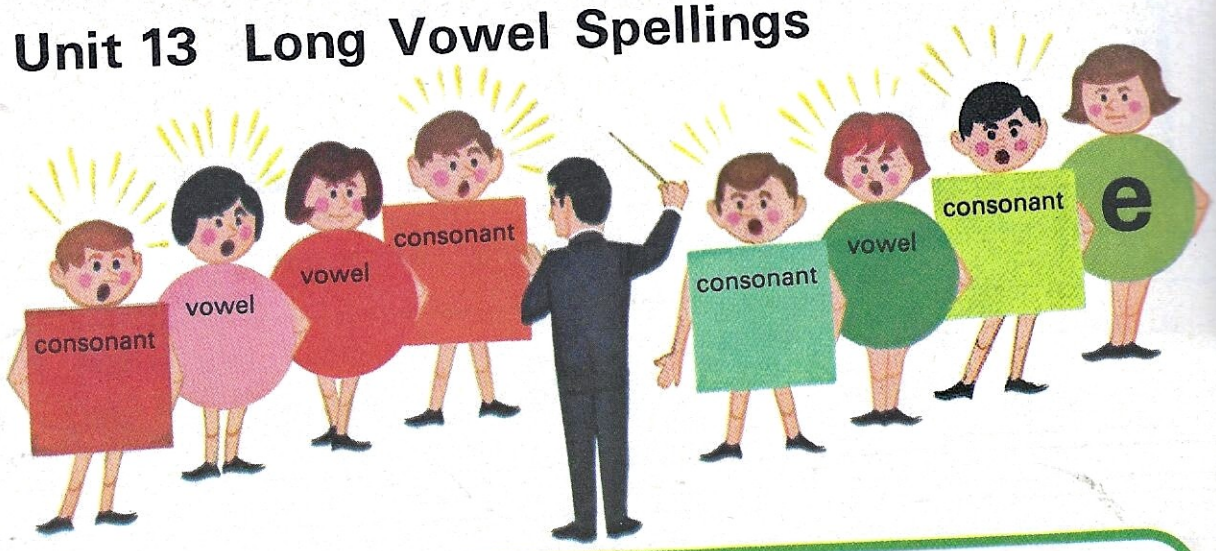
_____

_____

a new song to _____ .

E Test

Unit 13 Long Vowel Spellings



dear	*dear*	chair	*chair*	• three
seed	*seed*	please	*please*	• wait
sheep	*sheep*	bite	*bite*	• like
street	*street*	smoke	*smoke*	
week	*week*	more	*more*	
goes	*goes*	store	*store*	

A

1. Say the words in the unit list. How many vowels do you hear in each word?
2. Write all the spelling words except **dear**, **chair**, **more**, and **store**. Draw a ring around the words which have two vowels together. Cross out the silent vowel in each of these words.

3. Underline the words you have written that have a vowel, a consonant, and a silent **e**. Cross out silent **e**. Put a check by the word with two vowels together and a silent **e** at the end.

4. The r in **dear, chair, more** and **store** changes the vowel sound you hear in each word. Write **dear, chair, more** and **store.** When you say these words, you do not hear a long vowel sound.

B

1. Write **store** and **street**. Draw a line under the word that has the first three sounds of .

2. Write **seed** and **smoke**. Underline the word which has the vowel sound you hear in .

3. Write the two words in which **s** spells the **z** sound. Say the words you have written.

C

1. You can use the words in your spelling list to help you spell other words.

   a. Change **bite** to .

   b. Change **sheep** to .

   c. Change **sheep** to .

   d. Change **bite** to .

   e. Change **more** to .

dear sheep week chair bite smoke • three
seed street goes please more store • wait • like

2. Write **dear**. Write **n** for **d** in **dear**. Then write **t** for **d** in **dear**. Say the three words.

3. Write **chair**. Then write **p** for **ch** in **chair**. Say both words.

4. Write **please**. Then write **t** for **pl** in **please**. Say both words.

5. Write **sheep**. Then write **k, d, p, st,** and **sw** in place of **sh** in **sheep**. Say the six words.

D

Don wrote some sentences for a test on the spelling words in your lesson. Proofread Don's sentences. Find all of his mistakes and write the sentences correctly. Watch out for misspelled words. Be sure every sentence begins with a capital letter and ends with a period.

How many spelling mistakes did Don make?

How many mistakes in capital letters?

How many mistakes in periods?

Don

1. All the man are asked please not two smoke in the store.
2. Three sheap got into the garden last weak and eat more of our plants.
3. The old chair we like so much was very deer to our mother.
4. we must wate until the bus go down our street.
5. the birds will bite the bag to get at the seed

E Test

Unit 14 Spelling ar Words

arm	*arm*	star	*star*	• car
barn	*barn*	start	*start*	• are
far	*far*	part	*part*	• party
farm	*farm*	bark	*bark*	
hard	*hard*	dark	*dark*	
yard	*yard*	large	*large*	

A

Each word in the unit list has **ar** in it. The **a** before **r** does not sound like the **a** in **cat** or **man**. The **a** before **r** usually spells the vowel sound we hear in **car**.

1. Write the words in the list. Underline **ar** in each word.

2. Write the new word and the review word which have a silent **e**.

3. There are pairs of rhyming words in your new spelling list. Write each word below. Then write its rhyming word from the list.

bark hard far arm part

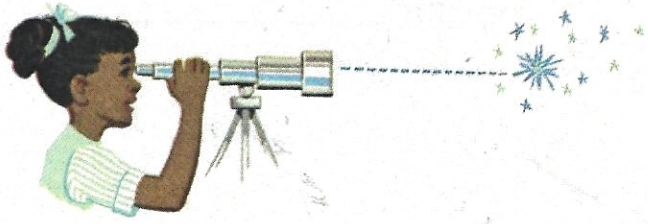
4. Write **farm.** Can you find two other spelling words in **farm**? Write the two words.

B

Use your spelling words to fill in the spaces below and on the next page.

1. The dogs _____

2. The _____ is _____ _____ away.

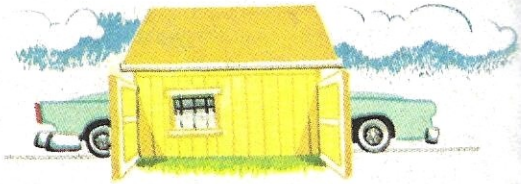


3. We planted flowers in _____ _____ _____ _____ _____ of our _____

4. They _____ going to the _____ birthday _____.

5. It is _____ to see in the _____.

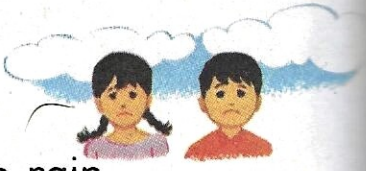
6. The _____ is too _____.



7. We put hay in the _____ on our _____.

8. She hurt her _____ yesterday.

9. They hope it will not _____ to rain.



arm	farm	yard	bark	part	start	• party	
far	barn	hard	dark	star	large	• are	• car

C

Use your spelling words to make new words. Say each new word as you write it.

1. Write **p** for **b** in **bark**. Then write **sh** for **b** in **bark**.

2. Write **m** for **d** in **dark**. Then write **sp** for **d** in **dark**.

3. Write **j** for **f** in **far**. Then write **t** for **f** in **far**.

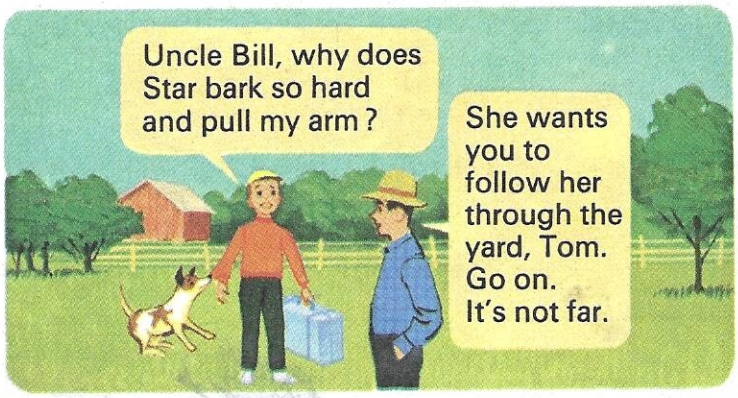
4. Write **c** for **y** in **yard**. Then write **n** for **d** in **yard**.

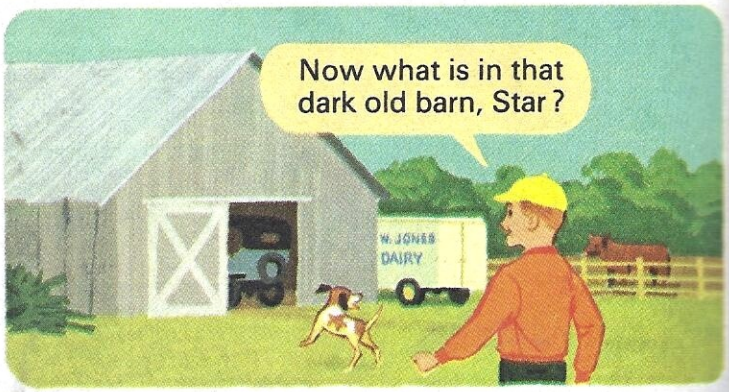
5. Write **farm** and **barn**. Add **s** to both words. Say the words. What sound does **s** have in the new words you have written?

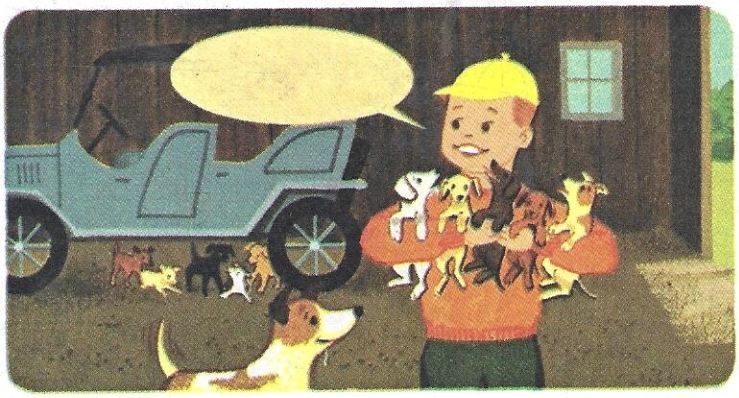
6. Write **hard**. Write **hard** again and add **er** to it. Now write **hard** again and add **est** to it. Say the three words.

D

Write the story the pictures tell. Use as many spelling words as you can. Put in your story what the people say. What do you think Tom said at the end?



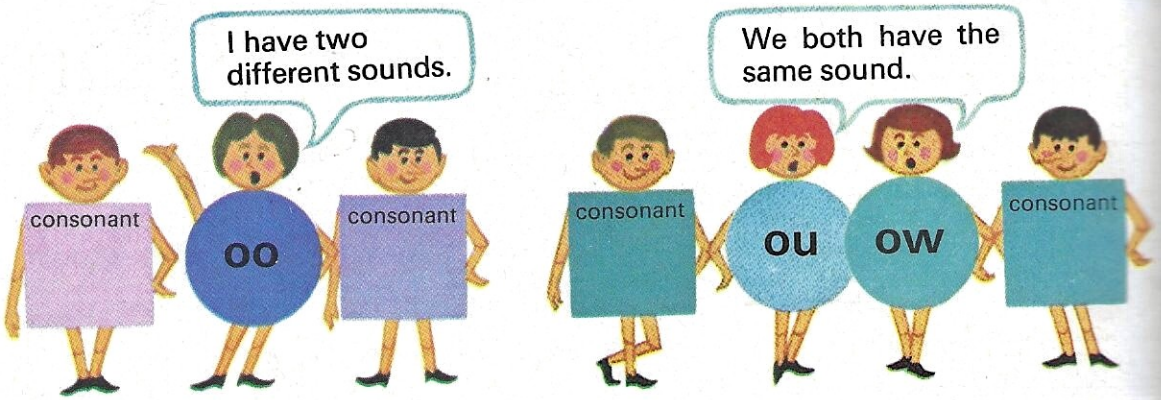




arm	farm	yard	bark	part	start	• party	
far	barn	hard	dark	star	large	• are	• car

E Test

Unit 15 Two-letter Vowel Sounds



zoo	*zoo*	flower	*flower*	• soon
food	*food*	town	*town*	• now
shoot	*shoot*	loud	*loud*	• found
poor	*poor*	round	*round*	
cook	*cook*	mouth	*mouth*	
owl	*owl*	ground	*ground*	

A

The letters **oo** can spell two different sounds. Sometimes **oo** spells the short vowel sound you hear in **book**. But **oo** can also spell the long vowel sound you hear in **moon**.

The letters **ou** and **ow** can spell the same sound. Say **owl** and **mouse**. You can hear that the **ow** in **owl** has the same sound as the **ou** in **mouse**.

1. Write and say the spelling words. Listen to the vowel sounds. In each word, underline the two-letter sounds.

2. Write the four words that have the **oo** sound in **moon.**

3. Write the two words that have the **oo** sound in **book.**

4. Write all the spelling words in which **ou** spells the vowel sound you hear in **owl** and **mouse.**

5. Write all the spelling words in which **ow** spells the vowel sound you hear in **owl** and **mouse.**

B

1. Write the **ou** word that starts like Then write two words from the list that rhyme with the word you wrote.

2. Write **loud, zoo, poor,** and **food.** Draw a ring around the two words that have the same vowel sound.

3. Write **mouth** and **shoot.** Draw a ring around the two-letter consonant sound in each word.

4. Use these words to write a good sentence about the picture. Remember to write the first word in the sentence with a capital letter.

owl ground he a poor on found the

C

Use your spelling words to help you spell new words. Say the new words softly as you write them.

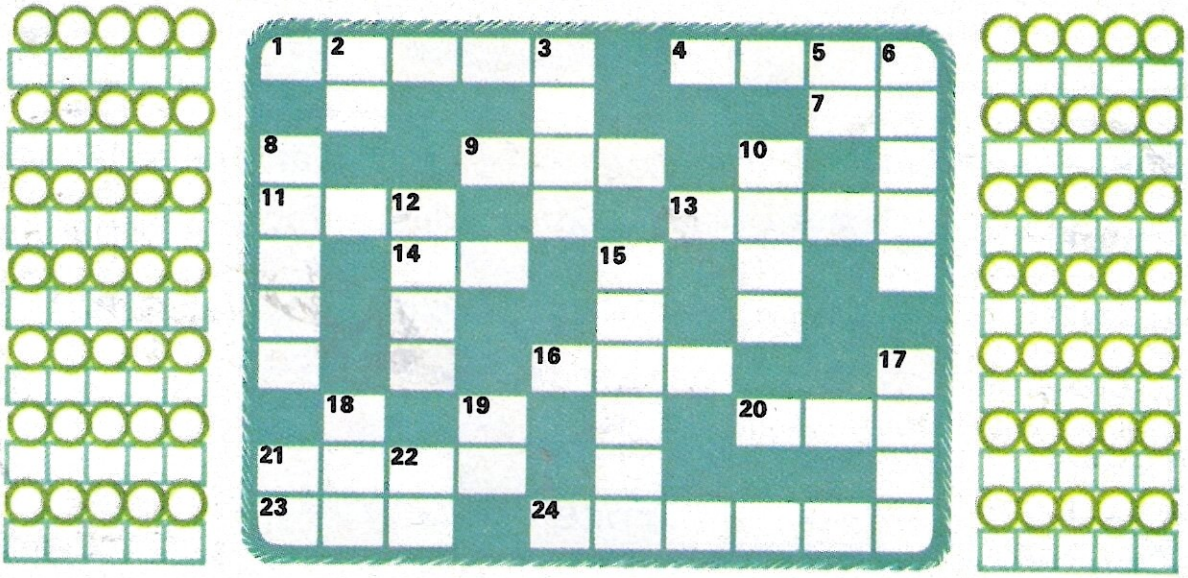
1. Change **owl** to . Then change **owl** to .

2. Change **shoot** to . Change **loud** to .

3. Change **flower** to . Change **now** to .

D

Work the puzzle. To work the puzzle, you will need your unit spelling words: **zoo, food, shoot, flower, owl, town, cook, poor, loud, round, mouth, ground, found, now, soon.** You will need a few other words, too.



ACROSS

1. To yell.
4. Not rich.
7. Not yes.
9. She gives milk.
11. A night bird.
13. A small city.
14. **For** without **f**.
16. A place to keep wild animals.
20. Also.
21. In a little while.
23. **Town** without **t**.
24. **G** + **round**.

DOWN

2. That boy.
3. Today I take. Yesterday I____.
5. Upon.
6. Not square.
8. Where you put your food.
10. Change **b** in **book** to **c**.
12. It rhymes with **cloud**.
15. It grows in a garden.
17. It is good to eat.
18. At this time.
19. **Can** without **c**.
21. **Son** without **n**.
22. Upon.

E Test

Unit 16 C Spells the S and K Sounds

corn	*corn*	ice	*ice*	• milk
cake	*cake*	face	*face*	• kept
card	*card*	nice	*nice*	• kitten
clothes	*clothes*	dance	*dance*	
clock	*clock*	place	*place*	
color	*color*	race	*race*	

A

The letter **c** can spell two sounds. It can spell the **k** sound you hear in **cat**. It can also spell the **s** sound you hear in **cent**.

1. Write the spelling words in which **c** spells the **s** sound.

2. Write the spelling words in which **c** spells the **k** sound. Put check by the word which has the **ck** spelling of the **k** sound

B

We can show that a vowel has its long sound by putting a mark over it like this: **ā, ē, ī, ō, ū.**

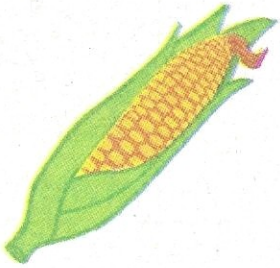
1. Write the four spelling words that have the long **a** sound. Write the spelling word in which you hear the short **a** sound.

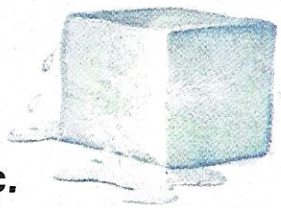
2. Write the two spelling words which have the long **i** vowel sound. Write the review words with the short **i** sound.

3. Write **clothes** and **clock.** Mark the long **o** in **clothes.** Do not put a mark over the short **o** in **clock.**

4. Write the spelling words for these pictures.

a.

b. 

c. 

C

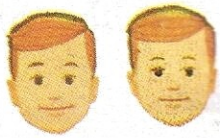
1. Add **s** to **race**, **dance**, and **make** to spell new "doing" words.

2. Add s to words from the unit list to spell these picture words. Say the words you write.

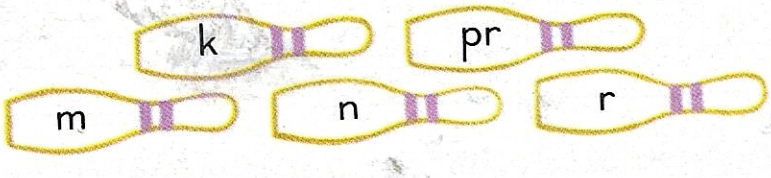
a.

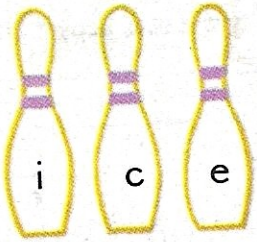
b.

c.

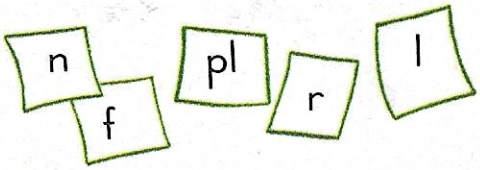

d.

3. Which pins can you set up to make words? Write the words.

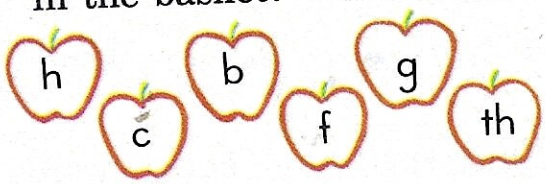




4. Which papers will make words in the wastebasket? Write the words.



5. Which apples will make words in the basket? Write the words.



corn	card	clock	ice	dance	face	• kitten	
cake	color	clothes	nice	place	race	• milk	• kept

D

Use your spelling words to fill the spaces.

1. He is having _____ and _____ _____ for lunch.

2. The _____ on this _____ _____ is sad.

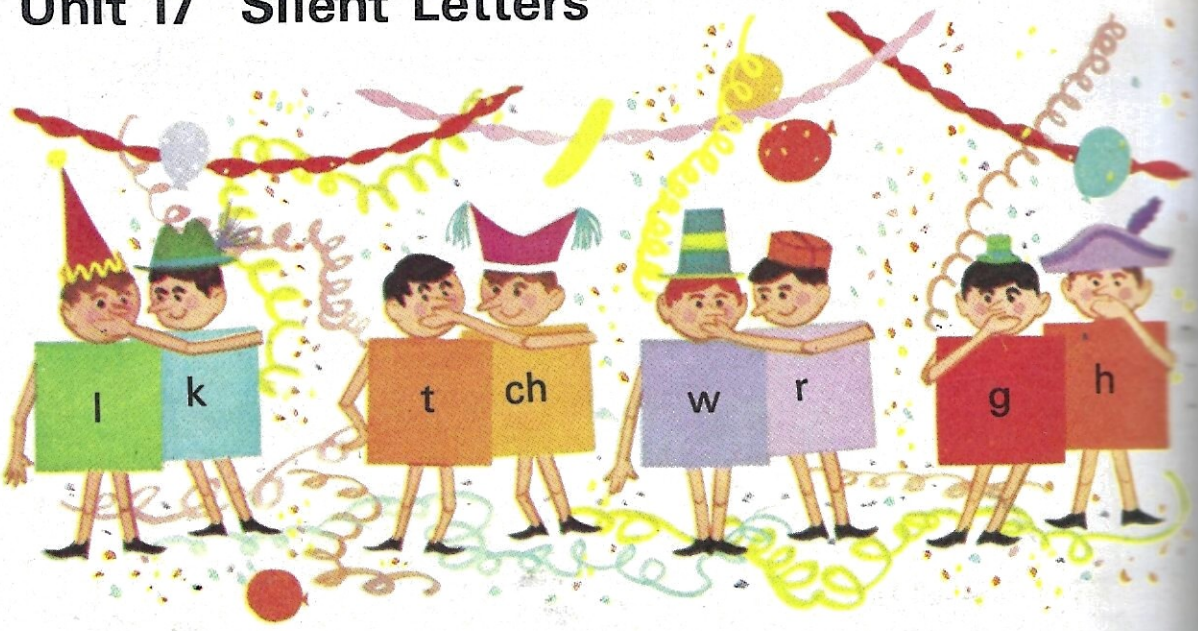
3. These _____ have _____ _____ different _____ .

4. These are _____ fat _____ _____ ears of _____ .

5. You can see this is a _____ _____ _____ to _____ .

E Test

Unit 17 Silent Letters



walk	*walk*	high	*high*	• know
talk	*talk*	fight	*fight*	• who
catch	*catch*	might	*might*	• would
watch	*watch*	night	*night*	
wrote	*wrote*	light	*light*	
written	*written*	bright	*bright*	

A

1. All the spelling words have silent letters. When a word has a silent letter, you must remember where the silent letter goes. The six long **i** words have the same two silent letters in them. Write the long **i** words. Circle the silent letters in each word.

2. Write the two words that have silent **t** before **ch**.

3. Write the two new words that have silent **w** in them.

4. Write **walk** and **talk.** Which letter is silent?

5. Write the review words. Cross out the silent letters.

B

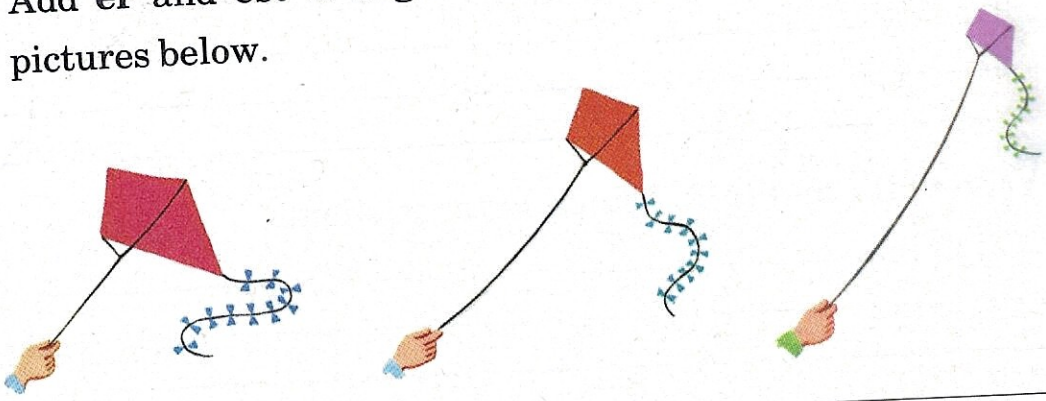
1. Write the two new spelling words that start with the sound that starts .

2. Write the three new spelling words that start like , , and .

3. Write the new spelling words that rhyme with **bright.**

4. You can write three more words that rhyme with **bright.** Write **t**, **s**, and **r** in place of **br** in **bright.** Say the new words.

5. Add **er** and **est** to **high** and to **bright** to spell words for the pictures below.



6. Add **er** to **catch** and **fight** to spell new words.

C

1. Write **no** and the review word that sounds like **no** but has a different meaning and a different spelling.

2. Write **wood** and the review word that sounds like **wood** but has a different meaning and a different spelling.

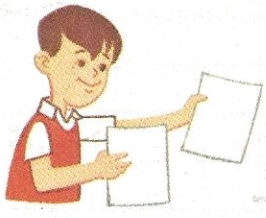
walk	catch	wrote	high	fight	might	• would	
talk	watch	written	light	night	bright	• know	• who

3. We add **ed** to **walk** and **talk** to tell what happened in the past. We say "I walk, I walked, I have walked." Use **walk** and **talk** with their **ed** endings to fill the spaces in the sentence below.

I _____ to Tom before I _____ home.

4. Some words change their spellings to tell what happened in the past. We say, "I write, I wrote, I have written." Use **wrote** or **written** to fill the spaces in the sentences below.

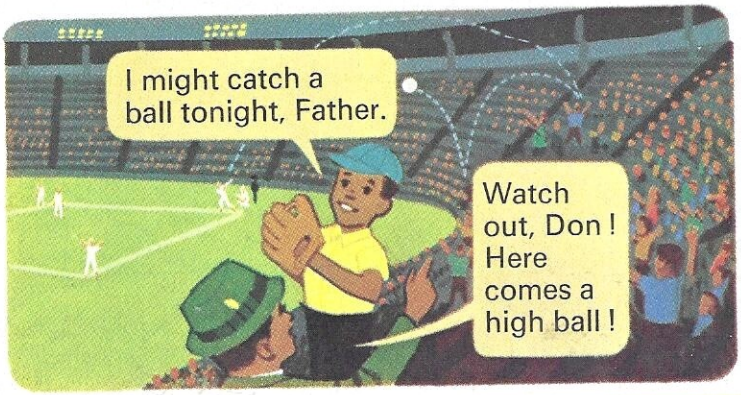
Yesterday I _____ a letter.

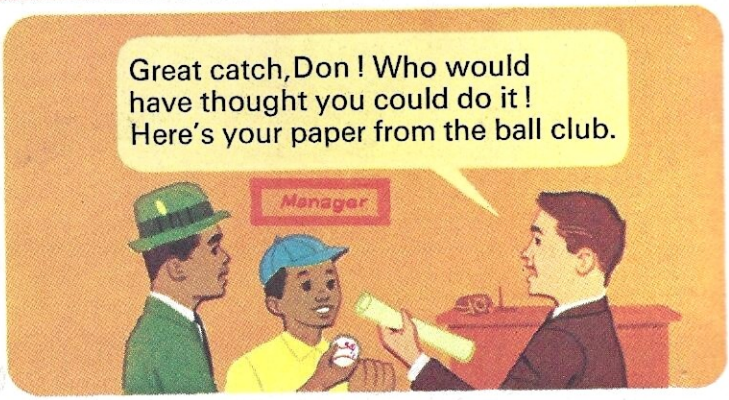


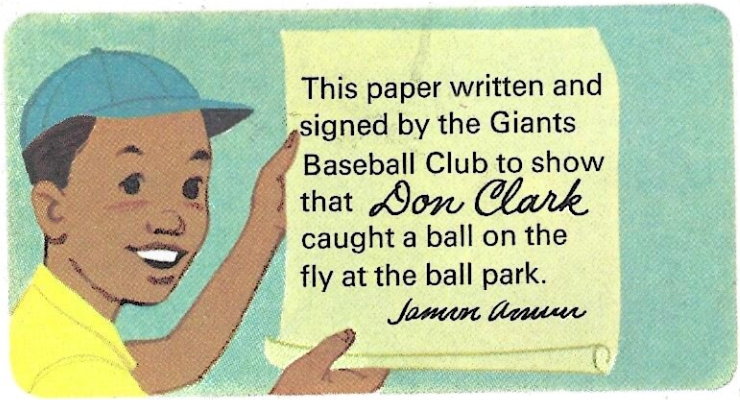
Now I have _____ two letters.

D

Write the story the pictures tell. Use as many of your spelling words as you can.



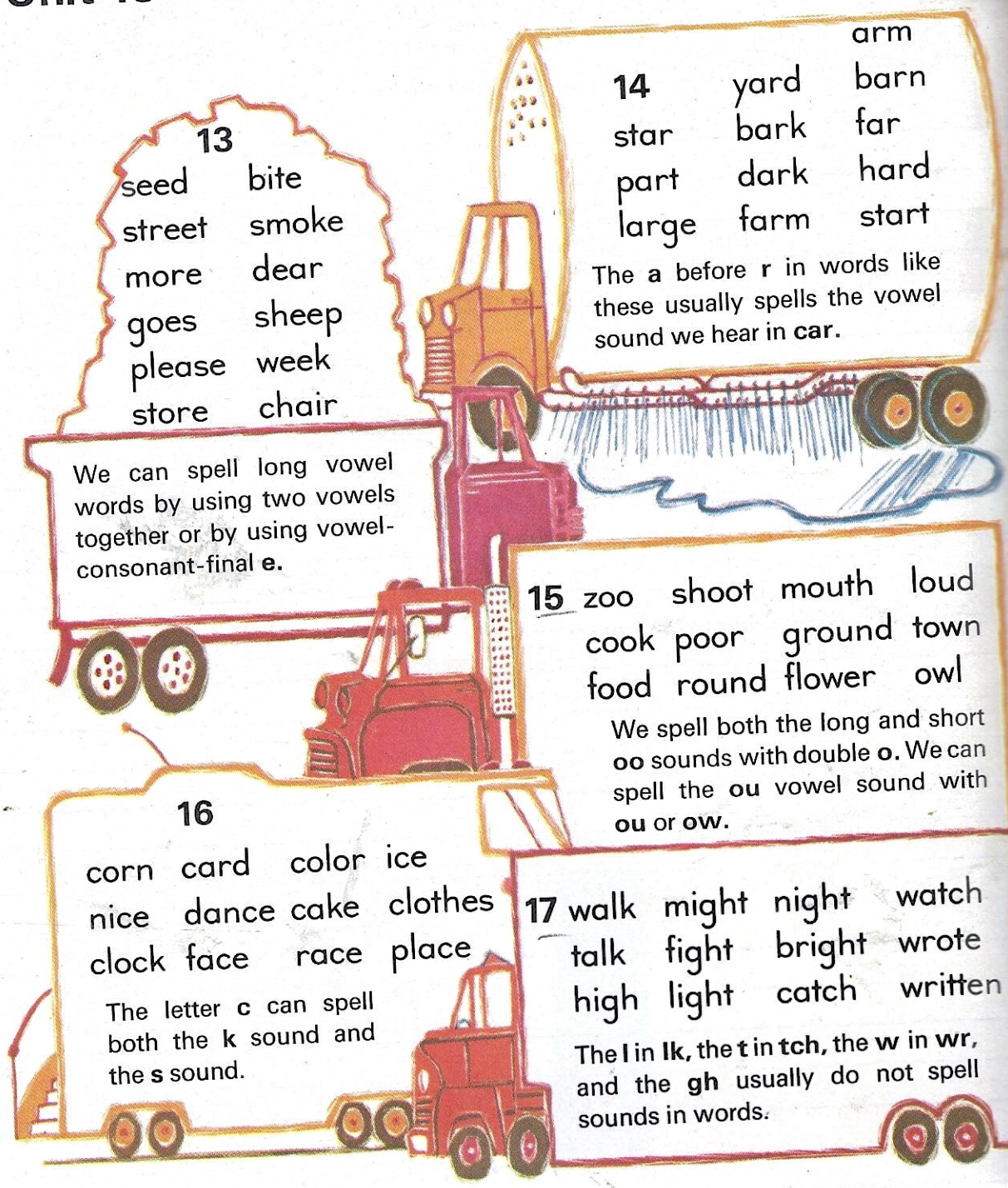




walk	catch	wrote	high	fight	might	• would	
talk	watch	written	light	night	bright	• know	• who

E Test

Unit 18 Review



13

seed	bite
street	smoke
more	dear
goes	sheep
please	week
store	chair

We can spell long vowel words by using two vowels together or by using vowel-consonant-final **e**.

14

		arm
yard	barn	
star	bark	far
part	dark	hard
large	farm	start

The **a** before **r** in words like these usually spells the vowel sound we hear in **car**.

15

zoo	shoot	mouth	loud
cook	poor	ground	town
food	round	flower	owl

We spell both the long and short **oo** sounds with double **o**. We can spell the **ou** vowel sound with **ou** or **ow**.

16

corn	card	color	ice
nice	dance	cake	clothes
clock	face	race	place

The letter **c** can spell both the **k** sound and the **s** sound.

17

walk	might	night	watch
talk	fight	bright	wrote
high	light	catch	written

The **l** in **lk**, the **t** in **tch**, the **w** in **wr**, and the **gh** usually do not spell sounds in words.

A

1. Write the words in Unit 16 in which **c** spells the **s** sound.

2. The **s** can spell the **s** sound or the **z** sound. Write the words in Units 13 and 16 in which **s** spells the **z** sound.

3. Write six spelling words that start like .

4. Write **shoot, smoke,** and **sheep**. Underline the words that do not have the sound that starts .

B

1. Write the Unit 17 words with silent **w**, silent **l**, or silent **t**.

2. Six words in Unit 17 have silent **gh**. Write these words in alphabetical order.

3. Write the three two-part words from Units 15, 16, and 17.

street	seed	star	yard	zoo	shoot	corn	color	walk	night
please	more	part	bark	cook	town	card	clothes	talk	bright
store	goes	large	dark	food	flower	nice	place	high	catch
smoke	bite	start	arm	poor	ground	face	ice	might	watch
sheep	dear	farm	far	loud	round	race	dance	fight	wrote
chair	week	barn	hard	owl	mouth	cake	clock	light	written

4. Write the spelling words from Unit 15 that have the vowel sound you hear in and .

C

1. Write words from Units 15 and 16 that rhyme with these pictures.

a.

b.

c.

2. Write the Unit 14 words that rhyme with **bark** and **farm**.

3. Cross out the silent letter in each word.

bite smoke week goes

4. Use **dear, chair, week,** and **more** to help you spell new words.

a. Write **n** for **d** in **dear**.
b. Write **t** for **m** in **more**.
c. Write **d** for **k** in **week**.
d. Write **f** for **ch** in **chair**.

D

1. Write **clock** and **color**. Draw a ring around the word in which the **k** sound is spelled two different ways.

2. Write the spelling words in each question. Then write the name of the right picture.

   a. Do **zoo** and **food** have the vowel sound in or ?

   b. Do **part** and **large** have the vowel sound in or ?

   c. Do **bite** and **ice** have the vowel sound in or ?

   d. Do **barn** and **far** have the vowel sound in or ?

3. Write the words in Unit 17 that end with **ch**.

4. Write the words in Units 13 and 15 that start with **sh** or **ch**.

E Test

ALPHABETICAL WORD LIST

The word list below contains the 350 basic spelling words which appear in the thirty regular unit lists in this book. The unit lists also include 97 review words from the second-grade list. Each new word is followed by the number of the unit in which the word is presented. In addition to the words below, the unit exercises introduce 284 enrichment words formed by structural or substitution changes in the words in the basic list. These enrichment words, called the power vocabulary, are given in an alphabetized list on page v of the introduction to the teacher's edition for this book.

about 33
across 33
afraid 33
afternoon 32
again 33
ago 33
air 8
airplane 32
along 33
also 34
always 35
another 29
anything 32
apple 35
arm 14
around 33
ask 1
asking 19
asleep 33
aunt 25
bad 1
bag 1
bare 28
bark 14
barn 14
basket 34
batting 20
bear 9
because 33
bee 28
before 33
began 33
beginning 20
bell 5
beside 33
best 2
bet 2
better 34
birthday 32
bit 3
bite 13
blew 28
both 31
bought 25
bread 9
bright 17
brought 25
build 9
built 9
bus 4
buy 27
by 27
cake 16
camping 19
cannot 34
can't 26
card 16
care 21
caring 21
carries 23
carry 23
catch 17
caught 25
cent 27
chair 13
chicken 11
child 11
children 11
cities 23
city 23
clapping 20
class 5
clean 8
clock 16
close 21
closing 21
clothes 16
color 16
coming 22
cook 15
corn 16
cost 7
could 25
couldn't 26
country 25
cream 8
cries 23
cry 23
cup 4
cutting 20
dance 16
dark 14
dear 13
deer 28
didn't 26
digging 22
dish 11
does 9
doesn't 26
don't 26
door 31
dot 3
drank 4
dress 5
drinking 22
drunk 4
each 11
egg 5
eight 28
end 2
ever 29
every 29
face 16
fall 7
far 14
farm 14
fast 1
fat 1
feeding 22
few 7
fight 17
find 7
fine 10
fire 10
five 10
flag 1
flies 23
floor 31
flower 15
fly 23
food 15
four 25
fourth 25
friend 9
front 7
full 7
funny 34
game 10
garden 35
gas 1
getting 20
giving 22
glad 4
goes 13
grandfather 32
grandmother 32
grass 5
great 9
ground 15
guess 9
hair 8
hand 1
hard 14
haven't 26
having 22
head 9
hear 28
heard 9
helping 19
high 17
hitting 20
horse 29
hour 28
hundred 35
hunting 19
ice 16
I'll 26
I'm 26
inside 32
into 32
isn't 26
it's 27
its 27
I've 26
just 4
keeping 19
kill 5
kind 7
kiss 5
knew 27
land 1
large 14
last 1
lasting 19
late 10
laugh 31
learn 9
learning 19
leave 21
leaving 21
left 2
leg 2
lesson 34
letting 20
light 17
line 10
lost 7
loud 15
making 22
meet 28
might 17
mine 10
miss 5
money 31
more 13
morning 29
most 7
mouth 15
move 21
moving 21
Mr. 31
Mrs. 31
must 4
near 8
need 8
nest 2
never 29
new 27
next 2
nice 16
night 17
nine 10
o'clock 26
oh 31
once 31
only 35
orange 29
outside 32
owl 15
paint 8
pair 8
paper 29
part 14
passing 19
pen 2
pencil 35
people 35
pie 8
pig 3
pinning 22
place 16
plant 4
please 13
pond 3
poor 15
pot 3
pull 7
put 7
putting 20
rabbit 34
race 16
reading 19
riding 22
right 27
river 29
rose 10
round 15
running 20
sand 4
sang 11
says 31
sea 28
seed 13
send 2
sending 22
sent 27
setting 20
sew 28
sheep 13
shoe 11
shoot 15
should 25
side 10
six 3
skate 21
skating 21
skin 3
slide 21
sliding 21
small 7
smoke 13
snake 10
soap 8
something 32
sometimes 32
son 28
sorry 34
spell 5
spring 11
stand 4
star 14
start 14
still 5
stop 3
stopping 20
store 13
street 13
studies 23
study 23
summer 34
supper 34
sure 31
swimming 20
table 35
talk 17
taught 25
ten 2
thank 11
these 11
thinking 19
third 29
those 11
thought 25
threw 27
through 27
town 15
train 8
tries 23
trip 3
try 23
turning 22
uncle 35
under 35
until 35
upon 32
use 10
using 22
visiting 19
walk 17
warm 29
watch 17
wear 9
week 13
while 11
whose 31
wind 3
window 34
winter 34
won 28
won't 26
word 29
working 19
write 27
written 17
wrote 17
yard 14
year 8
yesterday 35
yours 25
zoo 15

HOW TO STUDY A WORD

Look at the word carefully. game

Say the word slowly.

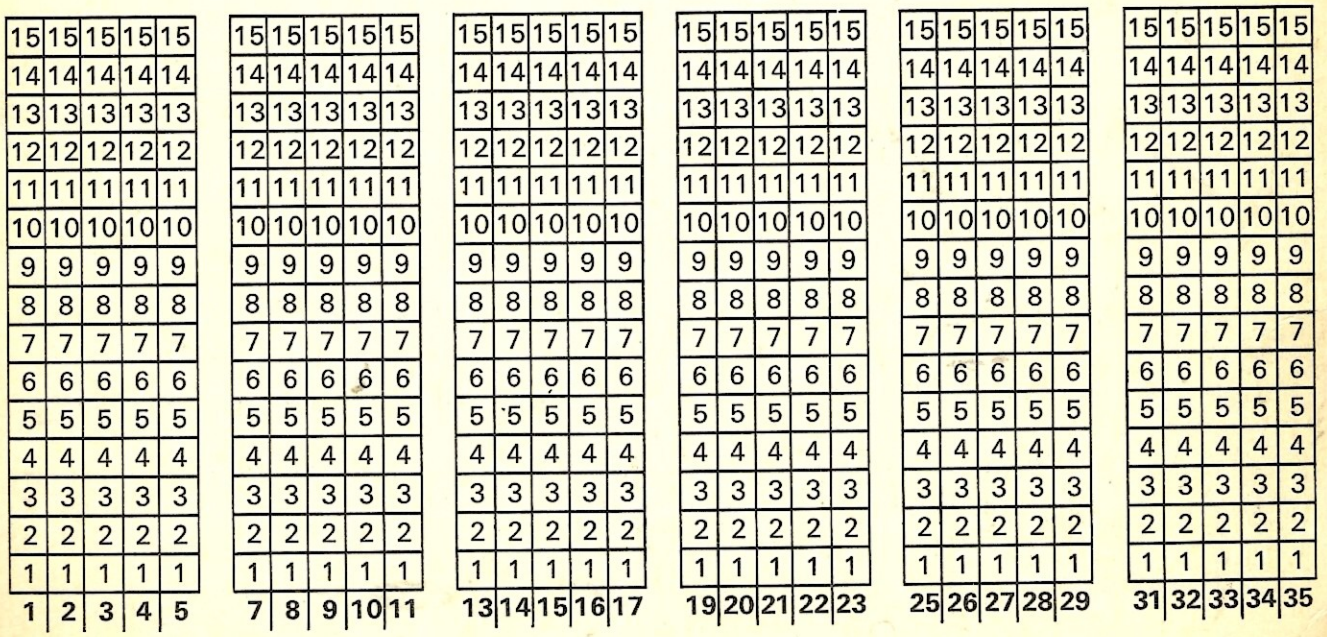
Think about the word.

- How does it start? g
- What sounds do you hear? game
- Do you hear any vowels? game
- Does one vowel say its name? game
- Is there a silent vowel? game
- Is there a silent consonant? no
- Does the word have two parts, or syllables, to study? no

Write the word. *game* Look at the word in the book.

Did you spell the word the right way?

Practice writing the word. Say it as you write it.

SPELLING RECORD

Each Friday after you check your regular unit spelling test, find the column with the right unit number at the bottom. Then color as many squares in that column as the number of words you had correct. Can you build a perfect record?